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ABSTRACT

Presenting a formative evaluation of the 1976-77 Kodiak Island Borough School District Title IV Elementary Secondary Education Act Project involving 4 schools, 8 teachers, and 50 students in grades 9 and 10, this program evaluation addresses a model based on a philosophy of individualized and independent instruction employing self-paced and prepackaged curriculum materials, community resources, a learning manager approach to teaching, student open entry-open exit, and an overall management/teacher support system. Data sources for this report include: a 1976 evaluation report of the preservice teacher training workshop; a first quarter evaluation summary (December, 1976); a summary of rural secondary schools project coordinator's activities and time; data from interviews with parents, students, school board members, teachers and administrators; quarterly reports from each of the schools; teacher unit rating forms on each teaching unit used during the year; student unit rating forms on each unit studied during the year; School Visit Checklist summary; and the Iowa Test of Basic Skills (pre- and post-tests). Structured according to evaluation questions devised in the August 1976 design, the evaluation results are presented in terms of answers to questions re: the overall program; materials; teaching methods; teacher training; and the managerial system. (JC)

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TITLE IV PROJECT

FINAL EVALUATION REPORT Submitted to:

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

Assessment Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

RC010037

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
TITLE IV PROJECT

Final Evaluation Report

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July 1977

This report was written pursuant to a contract between the Kodiak Island Borough School District and the Northwest Regional Educational Laboratory.

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INTRODUCTION

This report presents a formative evaluation of the Kodiak Island Borough School District Title IV project for the 1976-77 school year. The report is structured according to the evaluation design established in August 1976.* Before presenting the evaluation questions addressed and data sources, a brief description of the Title IV program is in order.

New Alaska State Board of Education regulations give small communities the option of having high school programs in their villages if they so desire. Consequently, many small secondary programs are being developed now and many more will be developed in the next few years.

To meet this challenge the State Department of Education, under the direction of the State Board of Education, has been seeking solutions to some of the problems that establishing such programs generate. As part of this effort, the Kodiak Island Borough School District has been funded for the 1976-77 school year through Title IV ESEA to develop a model program for small rural schools.

The model is built on prepackaged materials, adapted as necessary for the particular schools, in the areas of (a) Reading, (b) English, (c) Math, (d) Science, (e) Literature, (f) Social Studies, (g) Vocational Courses in mechanics, welding, chain saw operation, electricity, blueprint reading, cosmetology, cooking, baking and typing, and (h) Career Education.

The model being developed is based on a philosophy of individualized instruction and independent study for students.

The curriculum materials used are to be self-pacing, and teaching approaches will utilize community resources. A system for granting students

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* Evaluation Design for the Kodiak Island Borough School District Title IV project, Assessment Program, NWREL, Portland, Oregon, August 1976.

course credit is used which allows for open entry-open exit of students. The model features training of teachers to use the curriculum materials and a learning manager approach to teaching. An overall management/teacher-support system is also a part of the model. The operationalization of the management/teacher-support system is the primary role of the project coordinator.

Three Kodiak district schools which were already operating secondary programs (Ouzinkie, Port Lions, and Old Harbor) and one which began a secondary program this year (Akhiok) are involved in the Title IV project. The teachers in the four schools will have the option to exchange classes so that all teachers might possibly be teaching some of the secondary classes. Two schools have classes for K-9 and two schools have K-10 classes. Eight teachers and fifty students in grades nine and ten are involved in the Title IV project.

Appendix A provides a summary of the evaluation design specifying the questions to be addressed, the data sources, data collection methods and schedule, data analysis and reporting procedures. The evaluation design referenced on page one of this report should be reviewed for the details of how data were to be collected. Any deviations from that plan are noted in the summary in Appendix A.

In the design, both an interim and final evaluation report are specified. The interim report was intended to give feedback to the project director which could be used in modifying the approach being taken during the year. Most topics covered in the interim report are addressed again in this final report since further data were collected.

The data sources for this report are:

- o Evaluation Report of the PreService Teacher Training Workshop prepared by Mike Johnson September 22, 1976
- o First Quarter Evaluation Summary prepared by Mike Johnson December 17, 1976
- o Summary of Rural Secondary Schools Project Coordinator's Activities and Time (July 1, 1976-November 5, 1976) prepared by Mike Johnson
- o Data from interviews with parents, students, school board members, teachers and administrators conducted in Spring 1977 by the project director and a Talent Bank member
- o Quarterly reports from each of the four participating schools
- o Teacher unit rating forms on each VAST or other teaching unit used during the year
- o Student unit rating forms on each VAST or other unit studied during the year
- o School Visit Checklist summary
- o Iowa Test of Basic Skills (ITBS) pretest and posttest results

Before discussing the evaluation results a few comments need to be made concerning the audience and intended use of the report. The report is written primarily for the use of Kodiak administrators and teachers who will be revising the program for the upcoming year. The report is secondarily intended for educators in other districts or at the state level who are planning to implement similar rural school programs. Note particularly that the report is a formative evaluation report, i.e., it is intended to help make program improvements. It is not a summative evaluation report, i.e., it is not intended to serve as the basis for making final judgments about whether to continue the program or not. The program has not been running long enough and the data are insufficient to make such decisions. It is anticipated that in next year's design greater attention will be

directed toward gathering the kind of data--data on program effects--that can be used in future years to make such decisions.

EVALUATION RESULTS

This section of the report is structured around the evaluation questions specified in the August 1976 design. Each question will be addressed in turn. The questions are divided into five sections:

- Overall program
- Materials
- Teaching methods
- Teacher training
- Managerial system

1.0 Overall Program

Achievement

1.1 Do students make significant gains in achievement during the year?

Data Source: Iowa Test of Basic Skills pretest and posttest results

The ITBS Level 13 Form 5 was administered as a pre and posttest to all students in the program. Results for those students who took both tests are summarized in Table 1 for each grade level across the four schools. Grade equivalent scores are reported. The specific skills measured by the ITBS Level 13 are given in the "Teacher's Guide for Administration, Interpretation and Use" for the ITBS Forms 5 and 6.

The results of the testing can be considered in several ways. One could consider whether or not there was a significant difference between the pretest and posttest scores. One could ask if students maintained their

Table 1

ITBS Grade Equivalent Means and Standard Deviations by Grade

	Grade 8 N = 9					Grade 9 N = 13					Grade 10 N = 14				
	$\bar{X}$			S.D.		$\bar{X}$			S.D.		$\bar{X}$			S.D.	
	Pre	Post	Dif	Pre	Post	Pre	Post	Dif	Pre	Post	Pre	Post	Dif	Pre	Post
Vocabulary	5.5	5.6	.1	1.89	1.83	5.4	6.4	1.0	1.61	1.45	6.8	7.6	.8	2.21	1.83
Reading Comprehension	6.2	5.5	-.7	1.69	1.81	5.6	5.9	.3	1.24	1.18	7.7	7.7	.0	1.77	2.01
Language Skills*	5.7	6.1	.4	1.81	1.68	5.5	6.4	.9	1.34	1.25	7.5	8.0	.5	2.09	2.23
Work-Study Skills*	5.6	6.2	.6	1.21	1.54	5.4	6.1	.7	1.14	1.26	6.9	7.7	.8	1.37	1.76
Mathematics Skills*	6.4	6.8	.4	1.09	1.45	5.6	6.2	.6	.96	1.38	7.5	8.0	.5	1.42	1.65
TOTAL	5.9	6.0	.1	1.40	1.47	5.5	6.2	.7	1.00	1.03	7.3	7.8	.5	1.61	1.73

* Language Skills include spelling, capitalization, punctuation and usage. Work-Study Skills include map reading, reading graphs and tables, and knowledge and use of reference materials. Mathematics Skills include mathematics concepts and mathematics problem solving.

same relative position as compared to the norm group. One could set an arbitrary standard such as the students should increase at least .7 grade equivalents over the year. We will not discuss the advantages or disadvantages of each. However, when planning future evaluations this issue should be seriously considered. For purposes of this analysis we will compare the gains to an arbitrary standard of seven months (.7 GE) gain since the time elapsing between testing was approximately seven months.*

The results show that eighth graders did not gain .7 or more in any of the five areas tested. Ninth graders gained .7 or more in vocabulary, language skills, and work-study skills. Tenth graders gained .7 or more in vocabulary and work-study skills. On the other hand, it is especially noteworthy that reading comprehension scores increased very little in grades nine and ten (.3 and .0 respectively) and actually decreased .7 at grade eight.

The results suggest that the skills being measured by the vocabulary (except for eighth graders) and work-study skills are being effectively taught through the program and that language and mathematics skills are being reasonably well taught. Reading comprehension, however, appears to be seriously neglected.

In addition to looking at gains, one should also note that at each grade level the students began and ended about three grade equivalents below their actual grade placement.

It is recommended that the program seriously consider how to incorporate reading comprehension into the instructional sequence. Students are apparently concentrating on the mechanical skills without learning to comprehend

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* Since the students started at well below their expected grade equivalent score (8.0, 9.0 or 10.0) it would be a reasonably high goal that the students would grow at the rate of the average student in the norm group. Generally students at the lower end of the norm group do not increase as rapidly as the average student and thus tend to fall farther and farther behind.

what they are reading. The list of reading comprehension skills covered by the ITBS (see the administration manual) may give guidance on planning such instruction. The director could also consult the Alaska Instructional Diagnostic System* for suggestions on reading comprehension skills considered to be important by Alaska educators.

1.2 *What are the growth rates for students within the basic skills areas? What units are completed by students?*

Data Source: Number of students in each unit as given in teachers' quarterly reports.

Since teachers did not provide all of the necessary information to give a picture of student progress through the units, this question cannot be answered. Appendix B contains a summary of the information that was available. Note that in the VAST materials students begin with Unit 1 in each subject area and progressed through the unit. Thus if a student is in Unit 3 it can be assumed that he or she completed Units 1 and 2.

The data collection process for gathering information on students' completion of units of work needs considerable improvement for next year. Written guidelines need to be established as to the expected units to be covered by students at each grade level. Recordkeeping forms should indicate the number of students satisfactorily completing each unit and the number within each unit at the end of each quarter. Such recordkeeping should be consistent across subject areas and should be reported separately for each grade.

Attendance

1.3 *Do fewer students drop out and are absentee rates lower this year than last year among village ninth and tenth graders?*

Data Source: Teachers' quarterly reports; interviews

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* Information is available through the Office of Planning and Research, Alaska Department of Education

It was intended that high school records from last year would be compared to the attendance this year. However, such comparisons were not done. Thus the available data can only be used to show what the attendance pattern was over the year. Table 2 shows the attendance pattern for the first and fourth quarters. Notice that with one exception, the average percent of days present is above 80 percent and in one case reaches 99 percent.

Although no data are reported to compare to the attendance pattern last year when students were going to high school in Kodiak, teachers and parents report that attendance rates are higher and students who would not have gone to school in Kodiak are attending now that the school is in the village.

It is recommended that next year's attendance reporting forms specify the dates when students enrolled, dropped or transferred.

1.4 What is the relationship between student achievement and attendance?

Data Source: Teacher attendance records and ITBS total score gains.

A scatterdiagram (Figure 1) was constructed to show the relationship between attendance and achievement gains. The number of days absent during the fourth quarter are plotted against ITBS total score gains between pre and posttesting. Figure 1 suggests that there is not a strong relationship between the two measures. However, all students whose scores decreased between pre and posttesting were absent more than five days during the quarter. It should also be noted that complete data were not available for many students; the students represented in the scatterdiagram may not be representative of the total group.

Table 2

Attendance Record by School
for First and Fourth Quarter

	1st Quarter				4th Quarter			
	A[a]	B	C	D	A	B	C	D
Number of Students[b]	8	27	6	8	9	21	3	7
Total Possible Days	43	40	45	45	44	35	45	45
Average Days Present[c]	36.4	29	38.8	39.8	41.5	29	38	44.4
Percent Days Present	85%	72%	86%	88%	94%	83	84%	99%
Number Absent <10 days/quarter	6	13	5	7	9	17	2	7
Number Absent >10 days/quarter[d]	2	14	1	1	-	3	1	-
Late Enrollees Not Included in Above Calculations	-	-	-	-	-	1	-	-
Number Dropped Out	-	-	-	-	1	1	-	-
Number Transferred	-	-	-	-	1	-	-	-

[a] A, B, C and D refer to the four schools involved in the project.

[b] Includes late enrollees but not dropouts and transfers.

[c] Average days present are calculated without including late enrollees.

[d] Late enrollees would fall in this category if they enrolled more than ten days late.

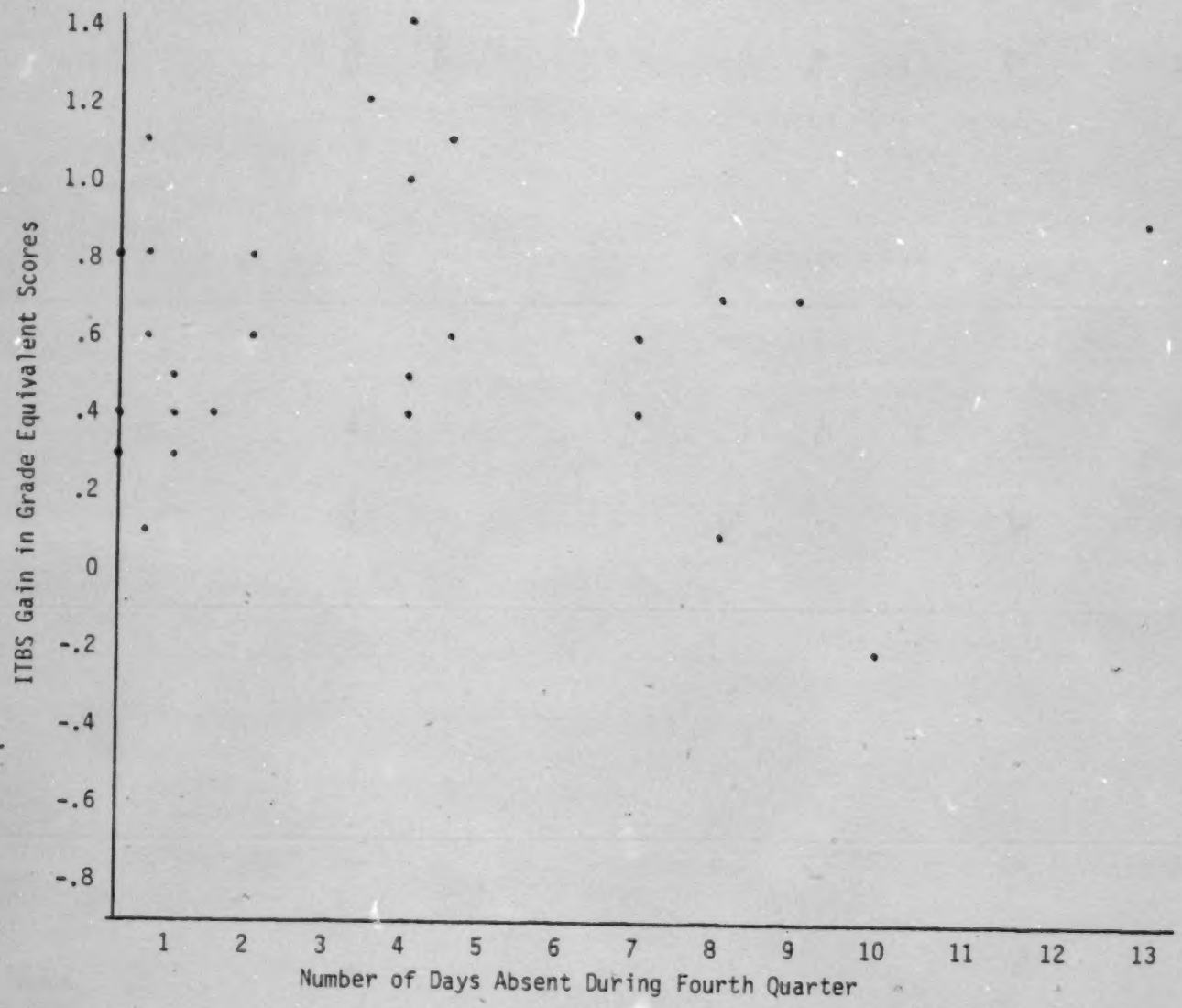

Figure 1. Relationship Between Attendance and Achievement

Participant Reaction to Program

1.5 Are students exhibiting behaviors which indicate that they enjoy and are learning from the program? Are students, parents, board members, administrators and teachers supportive of the program?

Data Source: Student, parent, teacher and school board interviews; teachers' quarterly reports.*

The project coordinator interviewed a random selection of parents, students and school board members in the spring of 1977 to obtain their views of the program. A Talent Bank member interviewed teachers and administrators to obtain their views. All except administrators were asked eight questions regarding the extent to which students came to school early and on time, how often students worked on school subjects or read outside of class, how favorable the comments were which students made outside of class and the new interests students acquired. Such questions served as indicators of (1) the students' enjoyment of the program and (2) that they were learning from it. The results for each group--students, parents, school board members and teachers--were initially tabulated separately for each group but were found to be so similar that they were combined. Table 3 summarizes their responses; the percent of those interviewed giving each answer is presented.

The results indicate that although students seldom come to school early to work on school subjects, they generally are on time. Occasionally students work on subjects at home or stay after school to do so, and about half the students read at home more than twice a week. When talking about school outside of class a high percentage talk positively about it.

The questions asked do not allow one to make causal statements about whether or not the program is, for example, affecting the extent to which students are reading at home. Neither does the information allow us to make statements about whether the answers would be different if the students were going to high school in Kodiak.

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* See Appendices C-E for interview questions.

Table 3

Interview Questions Summary

Questions	Percent of Respondents Giving Each Response								
	More Than Twice A Week	Once/Twice A Week	Once In A While	Almost Never	Don't Know	Yes	No	Good	Bad
1. How often do students come to school early to work on school subjects?	8*	2	23	47	19				
2. How often do students read at home?	47*	2	27	9	16				
3. How often do students choose to work on school subjects at home?	21*	6	56	6	10				
4. How often do students choose to stay after school to work on subjects they are interested in?	12*	14	31	22	20				
5. Do students get to school on time?					10	77*	12		
6. Do you hear students talk outside the classroom about what they learned in school?			46	10		44*			
7. When students talk about what they learn in school, is it usually good or bad?					12			82	6
8. Have students developed new interests related to school subjects that they didn't have before?					21	72*	6		
9. Are you in favor of continuing this secondary program in the village?						100*	-0-		

N = 19 students, 7 school board members, 9 teachers, 3 administrators, 8 parents and 6 other community members.

*The asterisked answer is the one which would most support the fact that students were enjoying and benefiting from the program.

The most outstanding indicator that teachers, students, parents, school board members and administrators support the program was that 100 percent of them said "yes" when asked if they were in favor of continuing the secondary program in the village. Appendix C presents the comments of parents, school board members and students about why they want the program to continue and any modifications they would like to see in it. Appendices D and E contain the interview questions and responses of teachers and administrators respectively.

Based on the response of the interviewees, it is recommended that the program be continued. Every effort should be made to make changes based on the results and comments presented in this report to make the program as beneficial as possible. In regard to future evaluation of participant reaction to the program, it is suggested that a comparison group in Kodiak be selected to ask similar questions about student behaviors in future years if such questions are of interest.

Costs

1.6 What are the costs involved?

A summary of costs, supplied by the project director, is provided in Appendix F. Such information should be useful to districts planning to initiate a similar program.

Summary Question

1.7 Is the program successful enough to warrant continuance and transporting to other districts?

Data Source: Interviewees, quarterly reports, teacher and student rating forms

Comments are made later in this report about specific areas in the materials, teacher training and teaching methods which need improvement and those areas which are already strong. Additionally, the comments of interviewees are given

in detail in Appendices C-E. Some teachers' comments from quarterly reports are given in Appendix G.

The responses of the various people affected by the program indicate strong support for the continuance of the program. The data strongly suggest that the program should be continued but that considerable work is still needed in refining the materials and providing more training to teachers in how to manage an individualized approach to teaching. Assistance is needed on recordkeeping, how to determine the appropriate balance of teacher direction versus self direction for the students, and how to select the appropriate instructional units for students.

In regard to transporting the program to other districts, it appears that the program is not yet ready for such transport. However, districts which are interested in the program should become thoroughly familiar with the program as soon as possible so they can determine the extent to which the revised version of the program is likely to be appropriate for them.

2.0 Materials

2.1 Do students learn from and expect materials to be useful and do they find them interesting and motivating? What changes in materials do students recommend?

Data Source: Student unit rating form

At the completion of each unit, students were asked to complete a rating form on which they indicated the extent to which they found the materials interesting and useful, whether or not they were too difficult or easy and whether or not they would recommend the unit to others. Appendix H contains the rating form used and a summary of the ratings for each unit.

The following units were rated by one or more students:

VAST

Communications:
- Unit 1 - Learning to Write & Punctuate Sentences
- Unit 2 - Learning to Write & Punctuate Sentences
- Unit 3 - Learning to Write & Punctuate Sentences
- Unit 4 - Learning to Write & Punctuate Sentences
- Unit 5 - Learning to Write & Punctuate Sentences
- Unit 6 - Building Paragraphs

Mathematics:
- Unit 1 - Whole Numbers
- Unit 2 - Fractions
- Unit 3 - Decimals
- Unit 4 - Ratio
- Unit 5 - Percent
- Unit 7 - Measurement

Science:
- Unit 1 - Method of Science
- Unit 2 - First Aid and Accident Prevention
- Unit 3 - Health
- Unit 8 - Behavior

Others

Ken Cook Chainsaw

Project Discovery:
- Health
- Auto Body and Fender Repair
- Hair Styling
- Hair and Skin Care

Alaska Land Claims

Generally speaking the students appear to be interested in the units and learning from them. Only four units were rated by any student as not at all interesting (Communications Unit 1 - one student; Math Unit 1 - three students; Chainsaw - one student; Alaska Land Claims - one student). In four areas, communications, math, science and chainsaw, students said they would not recommend a unit to a friend (Communications Unit 1 - one student; Math Units 1-5 - one student each; Science Units 1-3 - one student each; Chainsaw - two students).

Of all the subject areas, the science units were rated as most interesting by the highest proportion of students. For example, about half of the students who rated Science Units 2 and 3, rated them as very interesting. In terms of

how much they learned from the unit, only one student in reference to one unit (Math Unit 7) said he or she learned nothing. Eight students said they learned nothing that would be useful to them in the future in reference to five units (Communications Unit 2 - one student; Math Unit 1 - one student; Science Units 2 and 3 - two and one student respectively; Chainsaw - three students).

The Alaska Land Claims Unit and Science Units 2 and 8 had the highest proportion of students who said they would recommend the unit to a friend.

The rating form contained questions about the difficulty of the instructions and vocabulary. The results presented in Appendix H should be reviewed for each unit as they are revised to determine where changes need to be made in the instructions. For example, the Science Units' vocabulary appeared to be difficult for students, especially Unit 1. Science Unit 1, Math Units 1 and 2, and the Chainsaw Unit seemed to have difficult directions. The following comments were made by students when they were asked what changes were needed in the units:

Communications 1-3

- They should provide all the materials for each unit. And they shouldn't tell you one thing and make you do the other. They shouldn't use Canadian abbreviations and we get graded for that.

Math 1

- not as much jumping around to different books
- there shouldn't be so much refresher mathematics

Math 2

- the whole thing

Math 4

- have all the materials available

Science 2

- o maybe they should have explained the Sylvester method in Artificial Respiration
- o directions made easier to understand

Science 3

- o directions could be made more understandable
- o in this unit, I think IQ was hard to understand

Chainsaw

- o the carburetor was somewhat hard
- o there are too many problems to answer in the book. Also need bigger pans to put the parts in
- o don't make it so long

Alaska Native Land Claims

- o get all the books that we need for this unit
- o make it easier to understand and make the unit more interesting

It is recommended that those units in which students said they learned nothing be reviewed to determine if the units are in need of more practical application to the students' situation.

Overall, the student ratings suggest the units are working well, but that revisions are necessary before repeated use.

2.2 *Are the materials appropriate for students and the teaching situation?*

Data Source: Teacher unit rating form

The teacher rating form and a summary of results are given in Appendix I. The teachers seemed comfortable with the required amount of preparation time, supervision required, and vocabulary level of the units. Communications Units 1 and 2, Math Units 1, 2 and 7, Science Units 1, 2 and 8, and the Chainsaw Unit are in need of changes before reuse. The teachers' ratings indicated that although the units basically work well, revisions are needed in the content and student evaluation procedures.

When revising materials, carefully review the comments in Appendix I for each unit in response to question 11. Review the other comments in Appendix I relative to questions 6-10 when making changes in the student evaluation procedures and planning community involvement. The First Quarter Evaluation Summary prepared by Mike Johnson (December 1976) also contains suggestions for unit revision.

2.3 Do teachers have adequate training, support, preparation and time to use the materials?

Data Source: Teacher interviews

Questions 10, 12 and 15 of the teacher interviews (see Appendix D) asked teachers about problems they encountered in using the materials. A major problem was that materials were often not on time and some materials in VAST were out of print. Teachers also said more inservice is needed in use of materials and more assistance is needed in managing student evaluations. Some units (e.g., Ken Cook, Home Economics, some Vocational Education and Communications) need modifications in their student assessment procedures. Additional comments are provided in Appendix D in response to the questions asked of teachers about the materials.

3.0 Teaching Methods

3.1 To what extent are teachers using an individualized teaching approach? What changes are needed to improve the operation of the individualized and independent study teaching method? Is the exchange program operating effectively (i.e., does the exchange of teachers add to, rather than distract from, the value of the program)?

Data Source: School visit checklist, student unit rating forms, teacher interviews

A School Visit Checklist was used by the project coordinator to monitor the activities in each school. The coordinator visited each school once or twice per quarter. The initial questions (1-19) on the checklist were intended

to get a picture of the teaching methods being used. The latter questions were for the coordinator's immediate use in modifying the program and providing assistance to the teachers and will not be discussed in this report.

Appendix J contains a summary of the first 19 questions on the School Visit Checklist. The summary in Appendix J presents the results of the visits made during the first quarter separately from those made during the rest of the year to give a picture of changes over the year. The results indicate that teachers are giving students individual attention, having students involved in choices of curriculum, and that students are working well individually and in groups. The teacher exchange program appears to be operating as desired in some schools.*

The issue of the extent to which individualization was used and its effectiveness were addressed in the student unit rating form and the teacher interviews. The student unit rating form asked whether students worked alone or with others and which method they would recommend to others. Students generally worked on Communications and Math units by themselves and Science and other units with other students. They generally recommended that other students use the same approach they used.

In response to questions about individualization (especially questions 11, 14, 18 and 19 of the teacher interview), teachers indicated that some students, especially eighth graders, are not mature enough to work independently. Group instruction is also useful. The majority of teachers were very favorable toward self pacing. They felt that the approach gave a more varied content than a single teacher could provide, used the strength of the teachers and was flexible in a positive way.

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* The teacher interviews (question 9) indicated that the teacher exchange program was not actually implemented in some schools.

The results suggest that students and teachers both value the individualization of instruction but that more guidance is needed in what individualization means. The program should continue to emphasize individualization but help teachers to realize that lectures and group work can also be a means of meeting individual student needs; individualization does not mean that students always work independently.

4.0 Teacher Training

4.1 Does the workshop (August 30-September 3) adequately prepare teachers to use materials? Does the training increase teachers' feelings that the project is important?

Data Source: Teacher interviews

The Preservice Teacher Training Workshop Evaluation Report prepared by the project coordinator in September presents information on the workshop and teachers' responses to it. The interim evaluation report also discussed such results.

The questionnaire given at the workshop indicated that teachers felt the workshop was very necessary and useful. Based on pre and post workshop differences in questionnaire responses, the workshop did little to change attitudes about the extent to which the program would affect student achievement and dropout rates, but there was an increase in the number of teachers who thought that students and parents would like the program.

During the teacher interviews conducted in the spring (see especially question 13 in Appendix D), teachers indicated that they needed more training in how to use the materials, schedule students into the various materials, set goals, and do student evaluations.

The comments of teachers given in Appendix D and the Preservice Teacher Training Workshop Evaluation Report should be used to design the fall preservice workshop. Particular attention should be given to training teachers in the above mentioned techniques as well as giving them time to take care of personal needs.

5.0 Managerial System

5.1 What activities are required of Central Administration staff and program coordinator? What are the essential tasks carried out by the project coordinator and other administrators? How much time is required to carry out activities? Do teachers receive adequate support, direction and supervision?

Data Source: Administrator and teacher interviews

Question 1 of the administrators' interview addressed the question of activities to be carried out by administrative personnel. The list of responsibilities are presented in Appendix E. When asked about the necessity of a project director, all administrators said such a position was essential. However, whether it was a full or half time job depended on the size of the district and how well the program was operating. During the initial implementation of the program a full time person is likely to be required, but once the program is operating a full time person may not be required.

The project director kept a log of his activities summarizing the nature of his work. Appendix C of the interim evaluation report contains a summary of the first five months of the project. A summary of his activities for the remainder of the year is available from the project director.

The essential tasks of the director include planning, evaluation, visiting schools, teacher training, organizing materials and providing other necessary support to teachers in the operation of the program.

In the teacher interviews and quarterly reports, teachers indicated that they would like more support from the project director in getting materials and adapting them to the needs of their students. They indicated, however, that the director has been very supportive to date and they are generally very pleased with how the program is operating.

SUMMARY

The data gathered for the evaluation of the project indicate that the project should definitely be continued. However, as would be expected in a new project, improvements are needed. Materials all need to be reviewed and modified based on the comments contained in the appendices of this report and other information available to the director. Careful consideration needs to be given to teacher training in the use of materials and how to operate an individualized program. Training is especially needed in recordkeeping, management and evaluation of student progress. Serious consideration needs to be given to the inclusion of reading comprehension in the instruction.

Concerning evaluation procedures for next year, it should be remembered that the evaluation design must be compatible with the stage of development of the program. Different information is needed and different evaluation techniques are appropriate depending on the stage of program development.

During the first year of program operation, a variety of evaluation techniques were used because it was not known how people involved in the program would respond to various data gathering techniques, the practicalities of such techniques, and where program effects were most likely to be found. The use of various evaluation techniques this year has provided information about what data are most useful and what evaluation techniques are most appropriate.

When designing next year's evaluation the following points should be considered:

1. Greater emphasis needs to be placed on ensuring that complete data are obtained from teachers.

2. Recordkeeping systems for attendance and progress in study units need to be improved.

3. Consideration should be given to questions on differences in attendance and student and teacher attitudes between the rural schools and the Kodiak schools.

4. Particular attention should again be directed to the quality of the materials, teaching methods, and teacher training.

Such information is critical for other districts who want to adopt the program.

APPENDIX A

APPENDIX A

Summary of Evaluation Design

Program Component & Evaluation Question	Source of Information	Instrument	Data Collection: When	Data Collection: Who	Analysis	Reporting
A. Overall Program						
1. Achievement						
a. Do students make significant gains in achevement during the year?	Students	Iowa Test of Basic Skills(grade 7 level) (A)*	Week of Sept. 20 & Week of April 19	Teachers	t-test to determine if significant change occurs (for total group, not by school)	Final Report
b. What are the growth rates for students within the basic skills areas?	Students	Student Progress Record from VAST materials (C)	Quarterly	Teachers	# of students completing each unit	Progress Report (first quarter) Final Report
c. What units are completed by students?	Students	Student Progress Record form (C)	Quarterly	Teachers	# of students completing each unit	Progress Report Final Report
2. Attendance						
a. Do fewer students drop out and are absentee rates lower this year than last year among village 9th and 10th grades?	Teacher Record (this year's students)	Student Attendance Record (B)	Daily**	Teachers	1. Calculate # of student a. less than 10 days absent/quarter b. more than 10 days absent/quarter c. dropped out (when asked by teacher, adm. and/or parent, student says he/she is not returning to school and is not enrolling in another school) d. transfer (left school and enrolled in another school)	Progress Report (first quarter and last year's data) Final Report (comparison for the year)
	High School Records from last year		By Dec., 1st	Mike	2. Calculate same categories for village students (grades 9 & 10) in Kodiak last year	Progress Report (first quarter and last year's data) Final Report (comparison for the year)
					3. Compare this year with last year(percentages)	Final Report
b. What is the relationship between student achievement and attendance?			Gathered in 1a and 2a above (will need to collect attendance data and test scores by name, not just summary for a class)		4. Plot diagram of gain scores on ITBS as attendance categories	Final Report

* Letters in parentheses indicate the various instruments to be used. Whenever the same letter is used, it indicates the same instrument.

** Head teacher will be responsible to compile attendance report by student at end of each quarter (Nov. 5, Jan. 21, March 25, June 3) and send it to project coordinator. Project coordinator will review, sort, and convey data to NWREL. NWREL will do analysis and report writing.

A1

APPENDIX A (cont'd)

Program Component & Evaluation Question	Source of Information	Instrument	Data Collection When	Data Collection Who	Analysis	Reporting
3. Participant Reaction to Program						
a. Are students exhibiting behaviors which indicate that they enjoy and are learning from the program?	1. Students (43)	Interview* (G)	Feb. - April	Mike	Frequencies of responses tabulated for each question. Analyze separately for each village (all groups combined) and for each group (all villages combined) but don't name villages. Just say village A - D.	Final Report
	2. Parents (one parent/student)	Interview* (G)	Feb. - April	Mike		
b. Are students, parents, board members and teachers supportive of the program?	3. Village Advisory School Boards - (About 35-some overlap with parents)	Interview* (G)	Feb. - April (Gather all data within a given village on the same trip)	Mike		
	4. Teachers	Interview* (H)	Feb. - April	Talent Bank		
c. Are administrators supportive of the program?	Administrators (Supt., Asst. Supt., Curriculum director, project coordinator, business manager)	Interview (I)	Feb. - April	Talent Bank		
4. Costs						
a. What are the costs involved?	Budget, expense accounts		Dec. & May	Marilyn Pederson	Provide costs ($ and/or time) a. per student b. per village c. of materials d. workshop e. travel f. personnel	Progress Report (through Dec. 30) Final Report
5. Staff Turnover						
a. What is the staff turnover rate compared to last year? **	Central Administration Records		May	Mike	Percent of teachers leaving this year compared to last year	Final Report
6. Summary Question						
a. Is the program successful enough to warrant continuance and transporting to other districts?	Compilation of all evaluation data					
	Teachers	Interview (H)	Feb. - April	Talent Bank	Summary of program strengths and weaknesses and recommended changes	Final Report
	Administrators	Interview (I)	Feb. - April			

* The same questions will be asked of each group. Teacher interview questions will be combined with other interview questions identified later.

** It was decided at mid-year not to include this question in the evaluation.

Program Component & Evaluation Question	Source of Information	Instrument	Data Collection		Analysis	Reporting
			When	Who		
7. Follow-up **						
a. Where have village students from Kodiak Island gone who graduated in the last four years, what further kinds of training have they initiated or completed, and what do they feel their high school education didn't give them that they found they needed?	Students	Follow-up Survey	Jan. 5, 1976	High School Counselors & Mike	Summary of responses to each question	Progress Report
b. How many students in the program complete high school and obtain jobs?	High School Records & Students	Follow-up Survey	1979, 1980	District High School Staff	Number of students completing high school Number of students employed in various occupations	Future reports
B. Materials						
1. Do students learn from and expect materials to be useful and do they find them interesting and motivating?	Students	Student Unit Rating Form (D)	On-going (Completed whenever unit in any course completed)	Teacher keeps in student record book*	Summary of ratings on each unit across all schools	Progress Report (first quarter) Final Report
2. What changes in materials do students recommend?	Students	Student Unit Rating Form (D)	On-going (Completed whenever unit in any course completed)	Teacher keeps in student record book*	Summary of ratings on each unit across all schools	Progress Report (first quarter) Final Report
3. Are materials appropriate for students and the teaching situation?	Teachers	Teacher Unit Rating Form (E)	On-going (Completed first time unit in any course completed)	Teacher keeps record book*	Summary of ratings on each unit across all schools	Progress Report (first quarter)
4. What changes do teachers recommend?	Teachers	Teacher Unit Rating Form (E)	On-going (Completed first time unit in any course completed)	Teacher keeps record book*	Summary of ratings on each unit across all schools	Progress Report (first quarter)

* Head teacher forwards all unit ratings to project director at end of each quarter. If discrepant ratings of materials by students and teachers occur, interviews by Talent Bank team will investigate such discrepancies.

** It was decided at mid-year not to include these questions in the evaluation.

A3

Program Component & Evaluation Question	Source of Information	Instrument	Data Collection		Analysis	Reporting
			When	Who		
5. Do teachers have adequate training support, preparation, and time to use the materials?	Teachers	Interview (E)	Feb. - April	Talent Bank	Identification of materials to be: 1. changed 2. eliminated 3. kept as is	Final Report
C. Teaching Methods						
1. To what extent are teachers using an individualized teaching approach?	Students, teachers (by observation and interview)	School Visit Checklist (F)	Every other month in each village	Mike	Summary of frequencies of problem areas	Progress Report (first quarter) Final Report
2. What changes are needed to improve the operation of the individualized and independent study teaching method?	Teachers	Interview (H)	Feb. - April	Talent Bank (options) 1. at Feb. workshop 2. going to each village 3. mail and tape responses	Summaries of recommended changes	Final Report (interviewers will prepare report on interviews to be included in final report)
3. Is the exchange program operating effectively (i.e., does the exchange of teachers add to, rather than distract from, the value of the program)?	Students	School Visit Checklist (F)	Every other month in each village	Mike	Summary of responses to checklist and interview questions	Progress Report Final Report
	Teachers	Interview (H)	Feb. - April	Talent Bank (options) 1. at Feb. workshop 2. going to each village 3. mail and tape responses		Final Report
D. Teacher Training						
1. Does the workshop adequately prepare teachers to use materials?	Teachers	Questionnaire (J)	Beginning and end of Aug. 30 - Sept. 3 workshop*	Mike	Frequencies of responses on rating scales Comparison of pre-post questions	Progress Report (repeat in final report)

* If a workshop is held in February, a questionnaire developed by the project coordinator will be used to evaluate the workshop.

Program Component & Evaluation Question	Source of Information	Instrument	Data Collection		Analysis	Reporting
			When	Who		
2. Does the training increase teachers' feelings that the project is important?	Teachers	Questionnaire (J)	Beginning and end of Aug. 30 - Sept. 3 workshop*	Mike	Frequencies of responses on rating scales Comparison of pre-post questions	Progress Report (repeat in final report)
3. Do teachers have a particular attitudinal bias about the program from the beginning of the workshop and if so did that possible bias change over the year? **	Teachers	Interviews (H)	Feb. - April	Talent Bank	Summary of responses	Final Report
E. Managerial System						
1. What activities are required of Central Administration Staff and program coordinator?	Bob Greene Bob Stokes Wally Johnson Mike Johnson Marilyn Pederson	Activity Logs (K)***	On-going summary in Dec. & May	Bob Bob Wally Mike Marilyn	Each person summarizes activities, amount of time spent, necessity of activity, and categorized as maintenance or development	Progress Report (through December)
2. How much time is required to carry out activities? 3. What are the essential tasks carried out by the project coordinator and other administrators?	Bob Greene Bob Stokes Wally Johnson Mike Johnson Marilyn Pederson	Interviews (I)	Feb. - April	Talent Bank	Identification of essential and non-essential activities	Final Report
4. Do teachers receive adequate support, direction and supervision?	Teachers	Interviews (H)	Feb. - April	Talent Bank	Identification of essential and non-essential support, direction, and supervision	Final Report

* If a workshop is held in February, a questionnaire developed by the project coordinator will be used to evaluate the workshop.

** This question was not addressed in the teacher interviews.

*** Activity logs were not kept.

APPENDIX B

APPENDIX B

Number of Students Within Each Unit of VAST Materials
at End of Each Quarter

Unit	Topics	Q1	Q2[a]	Q3[b]	Q4[c]
	Communications				
1	Learning to Write & Punctuate Sentences	39[d]	15	4	6
2	Learning to Write & Punctuate Sentences	5	9	5	7
3	Learning to Write & Punctuate Sentences	6	2	7	8
4	Learning to Write & Punctuate Sentences	0	4	3	2
5	Learning to Write & Punctuate Sentences	0	2	1	8
6	Building Paragraphs	0	1	0	1
7	Forms & Letters	0	0	0	2
8	The Report	0	0	0	3
	Completed All Units				3
	Mathematics				
1	Whole Numbers	21	1	0	0
2	Fractions	9	6	0	2
3	Decimals	10	4	0	6
4	Ratio	2	0	0	1
5	Percent	3	8	0	2
6	Consumer Mathematics	0	1	0	3
7	Measurement	0	0	0	4
8		0	3	0	0
10		0	1	0	0
	Completed All Units				6
	Science[e]				
1	Method of Science	3	1	0	0
2	First Aid & Accident Prevention	26	2	4	3
3	Health	5	4	5	8
4	Human Biology	0	5	13	10
5	Drugs	0	0	0	5
6	Ecology	0	0	1	5
7	Physical Science	0	1	0	1
8	Behavior	0	0	0	0
	Completed All Units				7

[a] Includes data from 3 schools in Communications and Math and 2 in Science.

[b] Includes data from 1 school in Communications, none in Math and 1 in Science.

[c] Includes data from 4 schools in Communications, 3 in Math and Science.

[d] Number of students in unit.

[e] Not being used in one school which has six students.

B1

APPENDIX B (cont'd)

Number of Students Who Have Started or Completed Each Unit of Ken Cook Materials

Unit	Topics	Q1		Q2		Q3		Q4		Total	
		Start	Compl.	Start	Compl.	Start	Compl.	Start	Compl.	Start	Compl.
	Vocational Education										
1	Small Engine (2 cycle)	25	25	7		22	22	7	7		
2	Small Engine (4 cycle)					22	22	9	8		
3	Marine Engine	6		6	6	7	7	9			
4	Chain Saw	10	1	13	10			2			
5	Electrical Wiring	2		1				2			
6	Blueprint Reading					13		7			
7	Arc Welding										
	Home Economics										
1	Sewing	16		7		7		20			
2	Cooking and Baking	10				7		4			
3	Cosmetology	2		4				4			
	Business										
1	Typing	1			2			7			

B2

APPENDIX C

APPENDIX C

PARENT, BOARD MEMBER AND STUDENT INTERVIEWS

Village

____ Port Lions
____ Ouzinkie
____ Old Harbor
____ Akhiok

Interviewee (may check more than one)

____ Student
____ Parent
____ School Board Member

Date _____

Introduction to Interviewee: (Introduce self) I would like to ask you some questions about what students in the secondary school program in __(village)__ do and what you think of the program. Your name will not be recorded. Your answers will help the school district decide how to improve the program.

		Never	Once In A While	Once or Twice A Week	More Than Twice A Week	Don't Know
1.	Do you know if any students come to school early to work on school subjects? (If yes) how often do they come early? What subjects do they work on? _____ _____	___	___	___	___	___
2.	How often do students read at home?	___	___	___	___	___
3.	How often do students choose to work on school subjects at home?	___	___	___	___	___
4.	How often do students choose to stay after school to work on subjects they are interested in?	___	___	___	___	___

5. Do students get to school on time?
   ____ yes, with very few exceptions
   ____ no, students are often late
   ____ don't know

6. Do you hear students talk outside the classroom about what they learned in school?
   ____ yes, quite often
   ____ once in a while
   ____ almost never

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APPENDIX C (cont'd)

7. When students talk about what they learn in school, is it usually good or bad?
   ____ good
   ____ bad
   ____ don't know

8. Have students developed new interests related to school subjects that they didn't have before? If yes, what are they?
   ____ yes
   ____ no
   ____ don't know

_____

_____

9. Are you in favor of continuing this secondary program in the village? Why?
   ____ yes
   ____ no

_____

_____

_____

10. What changes, if any, would you like to see made in the secondary program? (If none, check here ____.)

_____

_____

_____

11. What other comments (good or bad) would you like to make about the program?

_____

_____

_____

Thank you.

Parent Interviews Open-Ended Responses

Question 8:

- Most are more interested in their education.
- Alaska history

Question 9:

- It helps control the dropout rate.
- To continue the education of those students who have expressed and shown interest by attending regularly.
- The students prefer staying in the village to attending school, and we know that they are attending classes.
- Because I want my children at home.
- Dropout rate is too high when they are not at home.

Question 10:

- Better classrooms.
- P. E. classes.
- New building!! Subjectwise, a closer monitoring of individual work locads and increase of individual help.
- Need more help for the teachers. Expanding the building.

Question 11:

- Departmentalization of 9-10 grades--move 8th grade back into the jr. high school setting.
- The full 12 years in the village is what most of us need and want.
- I think it is a good program and want it to continue. I believe that it will improve as we go along.

School Board Member Interviews Open-Ended Responses

Question 8:

- Alaska history
- Alaskan history, Alaska Native Claims Act, P.E.
- Almost every new subject that they never had before.

Question 9:

- I really believe that is is better for the younger kids to go to school at home. They are better taken care of at home.
- In the P.E. program, competition for the first time has been implemented with total success. The Claims Act course has provided a new interest as to what is going on in Alaska and what opportunities are forthcoming.
- It helps control the cropout rate.
- To continue the education of those students who have expressed and shown interest by attending regularly.
- The students prefer staying in the village to attend school and we know that they are attending classes.
- Because I want my children at home.

Question 10:

- P.E. classes
- New building!! Subjectwise, a closer monitoring of individual work loads and increased individual help.
- Need some help for the teachers. Expanding the building.
- Tighter control in regulations in the classrooms, daily homework, desks back in the classroom instead of tables. Classrooms should be set up as the standard classroom and not like libraries.

Question 11:

- Less attention put on the vocational areas and more on the academic studies
- Departmentalization of 9-10 grades--move 8th grade back into jr. high school setting.
- The full 12 years in the village is what most of us need and want.

Student Interviews Open-Ended Responses

Question 8:

- Career Ed, Different jobs, Mechanics
- General interest, can't say specifically
- Can't say for sure
- Once in awhile
- Photography, science, shrimp project
- VAST books--shrimp project (science), batteries (science)
- Music, trumpet, making snowshoes, Alaska Pipeline
- We are now working on motors and that's in Ken Cook and also we play basketball which I really like
- Taking motors apart and wrestling
- Ceto program--volleyball, Ken Cook, etc.
- Sports
- Science, math, physical education
- I never knew about VAST.

Question 9:

- Because you're close to home all the time.
- Because I've learned more in the VAST books.
- It helped me learn more than I did last year.
- It let's you learn more about jobs. Because I think it is real neat. I love it because we could play volleyball.
- Because the teachers are trying to teach us how to work on engines just in case we need to work on a motor and wire all alone, etc.
- It's quiet and a good program.
- It's good.
- Students can stay home to go to high school.
- Yes, it is a great program.
- You get to choose the time you work on something.
- Math, mechanics

Question 10:

- Take Canadian references out.
- More physical education (3)
- More trips into Kodiak or somewhere else. Play more volleyball.

Question 11:

- I like what we are doing--take more trips for 10th grade.
- Very good, nice and quiet to study, nice teachers.
- Good--you can go at your own speed.
- I'd prefer to go to a bigger school.
- I think I learned more in this program than in a regular class. I can work at my own pace.
- Science is sometimes hard to understand.

Other Persons Interviewed Open-Ended Responses

Question 8:

- Sports.
- Athletics, art, jobs they may want later.
- vacation and work study.

Question 9:

- More interest by students toward school as a whole.
- Definitely keeps students home and better prepares them to get to higher grades and they are doing as good as they would in town on school subjects.
- Will keep the kids in school, also the athletics helps.

Question 10:

- Have more activities.
- Add more extra activities. Curriculum is good and perhaps another teacher may help.
- Continuation of individualized learning.

Question 11:

- Looking forward to the unique high school that will be built.
- A new building is needed with a multipurpose room and a room to separate the high school kids more.

APPENDIX D

APPENDIX D

TEACHER INTERVIEWS

Village

____ Port Lions

____ Ouzinkie

____ Old Harbor

____ Akhiok

Date _____

Interviewer _____

Introduction to Interviewee: (Introduce self) I would like to ask you some questions about what students in the secondary school program in (village) do and what you think of the program. Your name will not be recorded. Your answers will help the school district decide how to improve the program and will help other districts develop secondary programs for rural communities.

		Never	Once In A While	Once or Twice A Week	More Than Twice A Week	Don't Know
1.	Do any students come to school early to work on school subjects? If so, what subjects? _____ _____	____	____	____	____	____
2.	How often do students read at home?	____	____	____	____	____
3.	How often do students choose to work on school subjects at home?	____	____	____	____	____
4.	How often do students choose to stay after school to work on subjects they are interested in?	____	____	____	____	____

5. Do students get to school on time?

____ yes, with very few exceptions
____ no, students are often late
____ don't know

6. Do you hear students talk outside the classroom about what they learned in school?

____ yes, quite often
____ once in a while
____ almost never

This instrument is intended for use only in the Kodiak, Alaska Title IV project.

D1

7. When students talk about what they learn in school is it usually good or bad?
   ____ good
   ____ bad
   ____ don't know

8. Have students developed new interests related to school subjects that they didn't have before? If yes, what are they?
   ____ yes
   ____ no
   ____ don't know

   _____

   _____

9. What problems, if any, have you encountered in the teacher exchange program? (If none, check here _____.) How did you attempt to solve them? Did the solution work?

Problems	Solutions	Solution Worked? (yes/no)

10. What problems, if any, have you encountered in getting necessary materials? (If none, check here _____.) How did you attempt to solve them? Did the solution work?

Problems	Solutions	Solution Worked? (yes/no)

11. What problems have you encountered in operating the individualized teaching method? (If none, check here _____.) How did you attempt to solve them? Did the solution work?

Problems	Solutions	Solution Worked? (yes/no)

D2

12. If another school district were to use this same kind of program, what services should the program coordinator definitely provide to teachers?

13. If another school district were to use this same kind of program, what should be done during the workshop held at the beginning of the year to help prepare teachers to operate the program?

14. What additional guidance, if any, was needed in determining what was required of students versus where you had flexibility to design the students' program? (If none, check here _____.)

15. Are methods of assessing student competence adequately specified for each unit? _____ yes _____ no If no, what changes would you recommend?

16. Are the course requirements adequately specified? _____ yes _____ no If no, what changes would you recommend?

17. Are the course requirements appropriate for your students? _____ yes _____ no If no, what changes would you recommend?

18. What do you see as the major strengths of the program?

_____

_____

_____

19 What do you see as the major weaknesses of the program?

_____

_____

_____

20. Are you in favor of continuing this secondary program in the village?
_____ yes _____ no Why?

_____

_____

_____

21. What changes, if any, would you like to see made in the secondary program? (If none, check here _____.)

_____

_____

_____

22. What other comments (positive or negative) would you like to make about the program?

_____

_____

_____

Thank you.

TEACHER INTERVIEW SUMMARY

Summarize for all villages together.

Team Members
Jack Knapp

Interview Dates
February 15-17, 1977
March 22, 1977

Number Interviewed 9

1-8. Use a copy of the interview form to tabulate the frequency of each response for questions 1-8.

9.

Problems	Frequency
Don't know about teacher exchange program.	1
Too tight a schedule.	1
We could not develop a teacher exchange program.	1
None	6

Solutions	Frequency (sol.worked) yes	no
Doing best they can.		

*10.

Problems	Frequency
Late materials	3
Incomplete materials	1
They don't get here on time.	1

Solutions	Frequency (sol.worked) yes	no
Jury rigged materials.		
Teacher made activities.	1	
More admin. planning		

*11.

Problems	Frequency
Transition from teacher centered learning	1
Student acceptance of the idea learning idea	1

Solutions	Frequency (sol.worked) yes	no
Kept hammering on them & made student schedule.		
Less stand up teaching & student scheduling.		

*12. Activities and support needed

	Frequency
Make sure all materials are available from the 1st day.	4
Inservices in learning management technics "which was poorly done."	1
Program Coordinator role is unclear.	1
Conduct inservice.	2
Order all materials.	1
Develop means for support.	1

* SEE ATTACHED PAGES.

This instrument is intended for use only in the Kodiak, Alaska Title IV project.

D5

*13. List suggestions and frequency with which each was mentioned.

Suggestions	Frequency
(none)	
1. Need transition preservice.	1
2. Give teacher more time (3-4 hours with leader) on Ken Cook.	1
3. Introduce materials to teacher groups that will use them.	2
4. Information & ideas regarding scheduling.	1
5. Ideas regarding evaluations & grades.	1
6. Goals in relation to course credit.	2

14. Suggestions

	Frequency
(none)	3
1. More input to program goals.	2
2. Would like to identify local outcome.	1
3. Some VAST materials need to be re-designed for villages (Canadian terms). Lower skills not covered.	1

15. 4 yes 4 no

Suggested Changes

	Frequency
(none)	4
1. Ken Cook evaluation is inappropriate-too picky.	1
2. Home Economics materials are incomplete.	1
3. Would like input to course goals-guidelines for grades.	1
4. Would like a competency based program.	1
5. Mostly yes - VAST.	1
6. Vocational Education - depends on unit.	1
7. VAST (Communications) assessment is based on instructors judgment.	1

16. 5 yes 3 no

Suggested Changes

	Frequency
(none)	5
1. VAST weak in preliminary stages-it was too hard.	1
2. Vague-make more specific.	1
3. Not to teacher who has made arbitrary decision for students.	1
4. VAST-yes. But little provision for special education.	1

17. 6 yes 4 no

Suggested Changes

	Frequency
(none)	3
1. No-VAST. Yes-Canadian terms, metric.	1
2. Science is too difficult. Skills-reading, writing.	1
3. Yes except for micro-wave unit.	1
4. Yes except for non-verbal students.	1
5. In math & communications more basics should be covered in 1st units. We are working under the false assumption that all students are ready to start in Unit 1.	1
6. The Communications program does not do enough to teach basic living skills.	1

* SEE ATTACHED PAGE.

*18. Strengths

	Frequency
1. Individualized instruction - self pacing.	6
2. Uses strengths of teachers.	1
3. Varied course content more than an individual teacher could provide.	1
4. Awareness of new things.	1
5. Boys in Home Economics.	1
6. Kids do learn.	1
7. Self motivation for some.	1
8. Flexibility.	1
9. Meets needs of some kids.	1

*19. Weaknesses

	Frequency
1. Lack of term definition - words.	1
2. Not enough remediation - same stuff.	1
3. Starts too high.	1
4. VAST inappropriate outside Canada.	1
5. Lack of a well defined plan for year in Home Economics.	1
6. Materials absence.	1
7. Need for editing.	1
8. Student who is not motivated.	1
9. Does not meet needs of special education.	1
10. Only dealing with small number of kids.	1

*20. 9 yes ____ no

Reasons for yes	Freq.	Reasons for no	Freq.
1. Because it has started & needs to continue.	1		0
2. Apprehension about 10th grade.	1		
3. VAST year after year may not work. Need new materials for 11th & 12th grades.	1		

21. 0 none

Changes

	Frequency
1. Support in enrichment activities.	1
2. Sports support.	2
3. Americanization of VAST.	1
4. More for special education.	1
5. VAST written to include things assumed that kids know.	1
6. Materials need to be revised to meet the needs of village native students more effectively.	1
7. The work being done this summer on rewriting the VAST Communications will be helpful.	1

*22. Comments

	Frequency
1. Need very closely knit teachers.	1
2. Town coordinators are concerned with program, well supplied with materials, introduced new materials.	1
3. Need other physical facilities.	1
4. Teachers need a prep period.	1
5. Excellent support from coordinator.	1
6. High school program in village is not on a par with larger cities. This is a criticism of the total situation rather than a criticism of the program.	1

Interviewers: On a separate page summarize in your own words the major strengths, weaknesses and recommendations you think should be presented to the school district for revising the program and to other school districts planning to adopt the model. Also write up any other comments you have about the program which you think would be useful to convey to the staffor to other districts interested in the model.

*SEE ATTACHED PAGES.

	Problems	Frequency	Solutions	Frequency (sol.worked) yes	no	
10.	Time	1				
	Mail service inadequate	3	Make do	1		
			Appeal for help	1	2	
	Material unavailable to village schools.	2	Find related problems in other books.			Partly
	Started with not enough materials.		Time.			
	Needed typewriters	1	Got one from another school.		1	
	Urgently needed spare parts for Voc. Ed. machines (Ken Cook, Inc.)	1	Tried to obtain locally (Kodiak).			Partly
	Some materials in VAST are out of print.	1	Substitute local references.			Partly
	None.	1				
11.	None.	2				
	Some unmotivated students have dropped out.	1				
	Canadian references.	1	Skipped in bush, hope for revision.			
	Kids respond better to group instruction via peer pressure. Also group discussions.	1	Small number of kids.			
	This method requires an amount of maturity not yet acquired by some students.	1	Got a study cubicle, took some students out of VAST materials.	1		Partly
	Inadequate available teacher time for helping high school students.	2	Hired an extra high school aide.			Partly
	Eighth graders in program are too immature for independent work.	1	Closer teacher supervision.			Partly
12.	Interim - final program evaluations.	1				
	Needs to provide enrichment.	1				
	Develop measurable objectives for kids.	1				
	Manage student evaluations.	1				
	Teachers more familiar with materials.	1				
	Coordinator provide advance planning.	1				
	Resource people to help teachers develop depth in specific subjects.	1				
	Ongoing revision of curriculum to meet needs of each village.	2				
	Over-all coordination of inter-school actions	1				

13. Suggestions Continued

	Frequency
7. Identify objectives.	1
8. Much time was wasted in inservice.	1
9. Materials should be there for inservice.	1
10. Individual time is need in village to become acquainted with materials and prepare physical setup of room.	1
11. Hands-on acquaintance with materials under guidance of teachers who have extensively used them already.	2
12. Suggestions for record-keeping in the school, i.e., has student done enough in math this week?	1
13. Discussion of what constitutes "accepatble" rate of speed for working through the program.	1

18. Strengths Continued

	Frequency
10. Allows kids to stay at home.	1
11. Teacher rotation has been beneficial.	1
12. It is working well for remaining kids.	1
13. With a group possessing differing abilities the program works well.	1
14. Flexible scheduling-students are not tied to set hours.	1
15. Emphasis on student responsibility for getting work done and for being honest about their work.	1
16. It can be implemented in a very small school and yet still give the students a solid high school background.	1

19. Weaknesses Continued

	Frequency
11. Allows some kids to move slower.	1
12. Program is based on personal gratification.	1
13. If individual maturity motivation is lacking, it can disrupt the whole class.	1
14. The teacher needs a certain amount of expertise in each subject from mechanics to sewing.	1
15. Portions of curriculum lack relevancy for Native students.	1
16. Village high school students need a very low student teacher ratio which we cannot provide.	1

20. Reasons for Yes continued

	Frequency
4. Because it is the only game in town but it is boring.	1
5. The program is good and can benefit village students.	1
6. Motivation and interest has been high and absence almost nil among the students. Enables them to live at home among the people they know and are comfortable with.	1
7. Students are getting a much better education here than the 10th grade Akhiok students who are in town. Also we have had no dropouts.	1

22. Comments Continued

	Frequency
7. The program is good, a big improvement from last year. Some additions are still needed though. Students need counseling from someone outside the village. If the secondary program is a 9-10th program, the students need to know what the courses in town are like, what background they need for certain courses, etc.	1

22. Comments Continued

	Frequency
8. Compared to high school in town, or in relation to correspondence study, the program meets student needs far better. It has the potential to provide the basic life skills much more effectively than the other two approaches above.	1
9. This is a great step in the right direction; this program has given us a solid framework to build on. The results should be clear in future years that not only have our students gotten a better education in the basic subjects than they could get in town, (smaller classes, less intimidation, etc.), but they have also gained a great deal of educational independence and have become quite capable of teaching themselves - surely an admirable trait.	1

APPENDIX E

APPENDIX E

ADMINISTRATOR INTERVIEW

Interviewee Title _____

Date _____

Interviewer _____

Introduction: I am _____. I would like to ask you some questions about your views on the rural secondary school program. The questions deal with the role of the program coordinator, the strengths and weaknesses of the program and your suggestions for improving the program. Some questions also deal with suggestions for other school districts which may want to use this program in their districts.

1. What activities carried out by the District Superintendent, Program Coordinator, and other administrators do you think are essential for the program to operate?

District Superintendent _____

Program Coordinator _____

_____
(specify others)

_____

_____

This instrument is intended for use only in the Kodiak, Alaska Title IV project.

APPENDIX E (cont'd)

2. This year the coordinator has had to carry out activities related to the development* of the program and ones related to maintenance of the program.

   a. If a district adopted this program model, do you think it would be necessary for them to have a full time program coordinator position during this developmental phase of the program or could his tasks be dispersed among other staff?

   _____ position necessary (Why?)_____

   _____

   _____ could disperse task among other staff (How?)_____

   _____

   _____

   b. Do you think it is necessary to have a full time program coordinator position to maintain the program (i.e., after a district is through the development phase)? _____ yes _____ no Why?

   _____

   _____

   c. What are the important factors a district should take into account in making a decision about such a position, either during the development phase or later to maintain the program?

   _____

   _____

3. How could a district cut costs in the operation of such a program?

   _____

   _____

   _____

4. If another school district were to use this same kind of program, what should be done during the workshop held at the beginning of the year to help prepare teachers to operate the program?

   _____

   _____

   _____

5a. What course requirements are now specified by the district?

   _____

   _____

   _____

* By development activities we mean those activities which would not be necessary once the program has been set up and is operating.

APPENDIX E (cont'd)

5b. What changes, if any, are needed in the specification of course requirements? (If none, check here _____.)

_____

_____

_____

6. What changes, if any, are needed in methods used to assess student competencies required to obtain credit for courses? (If none, check here _____.)

_____

_____

_____

7. What recommendations or precautions would you give to a district considering adopting this program?

Recommendations	Precautions
_____	_____
_____	_____
_____	_____
_____	_____

8. a. How would you describe teachers' attitudes toward the program and their acceptance of it?

_____

_____

_____

b. Do teachers vary greatly in their attitudes toward the program? _____ yes _____ no If yes, about what percentage of the teachers hold the attitude you just described (8a)?

_____

_____

_____

9. a. How would you describe the District School Board's attitude toward the program and their acceptance of it?

_____

_____

_____

b. Do board members vary greatly in their attitudes toward the program? _____ yes _____no If yes, about how many of the board members hold the attitudes you just described (9a)?

_____

_____

_____

APPENDIX E (cont'd)

10. What do you see as the major strengths of the program?

11. What do you see as the major weaknesses of the program?

12. Are you in favor of continuing this secondary program in the village?
_____ yes _____ no Why?

13. What changes, if any, would you like to see made in the secondary program? (If none, check here _____.)

14. What other comments (positive or negative) would you like to make about the program?

Thank you.

APPENDIX E (cont'd)

ADMINISTRATOR INTERVIEW SUMMARY

Team Members
Jack Knapp

Interview Dates
February 16, 1977

Number Interviewed 3

*1. Activities

a. Involvement/Communication with program director.
b. Support of the program.
c. General supervision to insure objectives are being met.
d. Provide financial/psychological support.
e. Monitor program progress.
f. Educate the Board.
g. Work with Board in obtaining funds.

Person	Freq. Mentioned
District Superintendent	1
	2
	1
	1
	1
	1
	1

2. a. 3 position necessary

Reasons
Because of the demands of the job.
Full or 1/2 time would depend on size of District.
Depending on number and size of schools.

0 position unnecessary

Reasons

b. 2 yes 1 no

Reasons for yes	Freq.
Complexity of the program in relation to the many ancillary programs.	1
Very important.	1

Reasons for no	Freq.
During maintenance there isn't enough to do if program is operating. Program can work if the Superintendent travel.	1

c. Important factors

	Frequency
Position requires village experience and a background in secondary experience.	2
Familiarity with innovative programs.	1
Flexibility.	1
Certified Administrator - during development phase/that should be coordinators only responsibility.	1

This instrument is intended for use only in the Kodiak, Alaska Title IV project.
*SEE ATTACHED PAGES.

1. Activities Continued	Person	Freq. Mentioned
h. Should visit village during first year of operation	District Superintendent	1
a. Monitoring, supervising, modifying.	Program Coordinator	1
b. Final report.		1
c. Follow through in villages with students and teachers.		1
d. Make recommendations for changes.		1
e. Visit each village at least once every other month for several days and one a month for one day.		1
a. Provide direction to Coordinator to insure village curriculum is in agreement with town program - general monitoring.	Curriculum Director	1
b. Initiator plus coordination between village and city schools.		1
a. Manage career explorations in town.	Career Education Director	1
a. Monitoring/Support of fiscal aspects.	Business Manager/	1
b. Supportive roles within their areas.	Asst. Superintendent	1

3. Ways to cut costs

	Frequency
a. Limitations of facilities could eliminate programs.	1
b. Physical facilities on site may allow cutting of Ken Coats.	1
c. Inventory of existing materials & stuff.	1
d. Make sure all materials were pilot tested.	1

4. Workshop suggestions

	Frequency
a. Explain concept.	1
b. Hands on work.	2
c. Academic component.	1
d. Give more time for personal adjustment to new job and home. Teachers are pre-occupied with personal needs.	1
e. Require that identified materials are manditory.	1

5. 2 none

Changes regarding course requirements

	Frequency
a. Need planned course statements.	1

6. 1 none

Changes in assessment procedures

	Frequency
a. Need to establish course goals for most courses.	1
b. Competency based graduation requirements should be developed.	1
c. Teachers should make extra effort to ensure students understand material rather than go through workbooks.	1

7.

Recommendations	Freq.	Precautions	Freq.
None	1		
Don't adopt a program based on materials.	1		
Set money aside.	1		
Have program approved by Board and Superintendent.	1		
Inform communities.	1		

8. a. Teacher attitudes

	Frequency
Very positive.	1
Growing acceptance.	1
Good.	1

b. 2 yes 1 no

75% percent

	Frequency
Small number passive acceptance to enthusiasm.	1
75% were reluctant at first but most are favorable now.	1

9. a. School Board attitudes

	Frequency
Some reservations about its validity "Will program be comparable with city schools".	1
Strong support - appreciative of the effort to solve the problems.	1
Excellent.	

b. ____ yes 3 no

____ percent

	Frequency

10. Strengths

	Frequency
a. On site/at home secondary education.	1
b. Offers structure and form to rural secondary program using small number of teachers.	1
c. Individualized/independent study.	1
d. Less preparation time for teachers.	1
e. Allows one teacher to teach all subjects.	1

11. Weaknesses

	Frequency
a. Will it be comparable?	1
b. Will it meet the needs of the bright kid?	1
c. Cost effectiveness?	1
d. Need alternative instructional modes.	1

12. 3 yes ____ no

Reasons for yes	Freq.	Reasons for no	Freq.
The only way to go.	1		

13. 1 none

Changes

	Frequency
a. More cost effective.	1
b. Better student competence skills.	1
c. Editing of materials.	1
d. Criteria for material selections.	1

14. Comments

	Frequency
a. Key to success of program is the program coordinator.	1
b. Program Coordinator has done outstanding job.	1

Interviewers: On a separate page summarize in your own words the major strengths, weaknesses and recommendations you think should be presented to the school district for revising the program and to other school districts planning to adopt the model. Also write up any other comments you have about the program which you think would be useful to convey to the staffor to other districts interested in the model.

Interviewer's Summary Comments

MAJOR STRENGTHS - The major strength of this program is in its existence. A major problem of education in rural Alaska is the turnover of the teaching staff and the resultant change in educational program. This secondary program is now in place and will continue in place, with modifications, even though staff members leave.

MAJOR WEAKNESSES - One often mentioned problem associated with this program was the selection of the VAST materials. This program was developed in Canada and many of the terms are specific to Canada. While this is not a serious problem, it is distracting. Additionally, some of the reference books mentioned in the VAST materials are difficult to obtain as they are out of print.

RECOMMENDATIONS - If another school or district were to follow the lead of the Kodiak School District the following recommendations should be considered:

1. Insure that all materials are available to the rural school teacher at the beginning of the school year.

2. Prepare the teachers by requiring them to participate in in-service programs relevant to the materials and processes to be used.

3. Provide on-going communication with the district office coordinator.

APPENDIX F

APPENDIX F

COST PER STUDENT INFORMATION

Introduction

Since every school district has different funding priorities, special revenue sources, and so forth; there is no real way to explain the financing of the Kodiak Rural schools model, other than show what the project cost this year. Another district looking at this program can therefore review the project line-item costs and study their own budget and revenue sources to see if the program is feasible for them. The information is therefore presented in different tables to give other districts a better idea of how their current mangerial systems and funding sources could finance a similar program.

Other districts should also note that the materials, equipment, and supplies costs shown in the following tables represent initial start up costs where the district purchases all new equipment, materials, and supplies. The program costs for equipment, materials, and supplies would not be as great in continuing the program the next year. One could count on budgeting 20% of the initial cost for equipment each year for repair and replacement; and budget 40% fo the original costs for supplies and materials for replacement. Furthermore, initial costs could be cut if the district already has some of the materials and equipment.

TABLE I: Title IV-C Supplemental Grant Total Expenditures, 1976-77 for the Academic Portion (Science, Math, English, Social Studies) Including All District Expenses-Except 3rd Party Evaluation and Full-time Secretary and Coordinator.

STATE CODE NO.	ITEM	TOTAL COST 76-77
412	Telephone	$ 984.87
426	Intra-District Travel	2,808.06
427	Out of District Travel	4,185.13
449	Printing	733.60
451	Teaching Supplies	3,488.54
454	Office Supplies	125.48
471	Textbooks	2,218.01
473	Periodicals	311.87
474	Instructional Media	2,940.60
512	Audio-visual Equipment	1,726.09
513	Teaching Equipment	2,537.06
514	Office Equipment	1,159.55
539	Freight between villages	415.06
401	Professional Services (Teacher Workshop stipends--4 Teachers 3 day at $100 a day)	1,200.00
409	Use of District copy machine	400.00
411	Postage	500.00

TABLE II: Materials, Supplies, and Equipment costs for Academic Portion (Science, Math, English, Social Studies) Serving 49 Students in Four Schools (Funded by Title IV-C Grant Monies).

STATE CODE NO	ITEM	TOTAL EXPENDITURES	COST PER STUDENT
451	Teaching Supplies	$ 3,488.54	$ 71.19
471	Textbooks	2,218.01	45.26
472	Library Books	-0-	-0-
473	Periodicals	311.87	6.36
474	Instructional Media	2,940.60	60.01
512	Audio-visual Equip.	1,726.09	35.22
513	Teaching Equipment	2,537.06	51.77
	Total Costs:	$13,222.17	
	Average Cost per Student Total:		$269.81

TABLE III: Total Supplemental Title IV-C Grant Expenditures for 1976-77, Serving 49 Students - Including Evaluation and Full-time Coordinator and Secretary.

TITLE IV-C APPROPRIATED	ACTUAL TOTAL EXPENDITURES	AVERAGE COST PER STUDENT FOR TOTAL GRANT
$78,000	$77,000	$ 1,571.42

TABLE IV: Total General Fund Expenditures for the Rural Secondary Program - Including Teacher Salaries and Supplies, (Not including maintenance, custodial etc.) Serving 49 Students, 1976-77.

STATE CODE NO.	ITEM	TOTAL SALARIES	AVERAGE SALARY	AVERAGE COST PER STUDENT
321	Regular Teachers (4.5)	$102,554.28	$22,789.84	$2,092.94

		TOTAL EXPENDITURES		
451	Teaching Supplies	$ 2,207.53		45.05
471	Textbooks	769.13		15.69
472	Library Books	778.09		15.87
473	Periodicals	209.92		4.23
	Total Supply Costs:	$ 3,964.67	Total Average Cost	
	Total Supply cost per Student:	80.89	Per Student	$2,178.11*

*The District's Total Average cost per pupil from regular foundation support monies is estimated at: $2,593.97

TABLE VII: Total Expenditures and Cost per Student (for supplies, texts, materials, and equipment) For all Funding Sources Utilized in the Rural Secondary Schools Project, 1976-77, Serving 49 Students in Four Schools

FUNDING SOURCE	AREA OF USE	TOTAL COSTS	COST PER STUDENT
Regular General Fund	(Academic)	$ 3,964.67	$ 80.89
Title IV-C	(Academic)	13,222.17	269.81
State Vocational F.T.E.	(Vocational)	46,379.37	946.51
Federal Career Ed.	(Career Ed.)	15,000.00	306.12
	TOTALS:	$78,566.21	$1,603.33

TABLE VIII Total Expenditures from All Revenue Sources for the Rural Secondary Program, 1976-77, Serving 49 Students

FUNDING SOURCE	TOTAL COSTS	COST PER STUDENT
Regular Foundation (Estimated) (General Fund)	$127,104.53	$2,593.97
Title IV-C Grant	77,000.00	1,571.42
Vocational (State FTE)	48,639.37	992.64
Federal Grant (Career Ed)	42,000.00	857.14
TOTALS	$294,743.90	$6,015.17

VILLAGE CAREER EXPLORATION VISITS

BUDGET ACCT. NUMBER	DESCRIPTION		AMOUNT
426	Two visits each by 45 Secondary Students	76-77	$12,000
		77-78	10,000
513	Project Discovery Materials	75-76	$ 5,000
		76-77	10,000
		77-78	25,000
401	Inservice for Staff	75-76	$ 5,000
311	Coordinator's Time		$10,000

VILLAGE STUDENT CAREER EXPLORATION FIELD TRIP
BUDGET SUMMARY

1.	Student and Chaperone			
	Travel	$3,908.00		
	Food	2,845.00		
			$ 6,753.00	
2.	Extra Chaperone for spring		1,907.00	
3.	Custodial Service		480.00	
4.	Contingency		2,000.00	
	TOTAL - - - - -			$11,140.00

APPENDIX F (cont'd)

VILLAGE STUDENT CAREER EXPLORATION FIELD TRIP
BUDGET DETAIL

1.	Student and Chaperone				
	Akhiok	Travel	$ 836.00		
		Food (fall)	105.00		
		Food (spring)	105.00		
	Ouzinkie	Travel	$ 392.00	$ 1,046.00	
		Food (fall)	165.00		
		Food (spring)	480.00		
	Old Harbor	Travel	$2,200.00	$ 1,037.00	
		Food (fall)	360.00		
		Food (spring)	1,050.00		
	Port Lions	Travel	$ 480.00	$ 3,610.00	
		Food (fall)	150.00		
		Food (spring)	430.00		
				$ 1,060.00	
	Subtotal -				$ 6,753.00
2.	Extra Chaperone for spring -				
		Travel	$ 107.00		
		Food	600.00		
		Salary	1,200.00		
	Subtotal -				1,907.00
3.	Custodial Services				
		Maid Service, Laundry and Maintenance	$ 480.00		
	Subtotal -				480.00
4.	Contingency				
		Charter Travel	$ 500.00		
		Food	500.00		
		Room	500.00		
		Overtime Salary	500.00		
	Subtotal -				2,000.00
	TOTAL.....				$11,140.00

DATE: May 23, 1977

TO: Walter Johnson

FROM: Bob Thomas

RE: Village Visit Meal Expenses

Toals for the meals consumed by Kodiak Island village students and chaperones during stays in Kodiak for career exploration visits are:

Village	Breakfast Fall + Spring=	Lunch Fall + Spring=	Dinner Fall + Spring=
Akhiok	2 + 4 = 6	6 + 8 = 14	3 + 0 = 3
Old Harbor	59 + 47 =106	61 + 39 =100	65 + 36 =101
Ouzinkie	8 + 17 = 25	10 + 14 = 24	2 + 4 = 6
Port Lions	8 + 6 = 24	6 + 10 = 16	6 + 2 = 8
	161	154	118

Previous discussion concluded that the cafeteria would be reimbursed at a rate of $2.50 per meal for all breakfasts and dinners, and $1.50 per meal for all lunches. This totals $928.50.

cc: Anne White

SMALL RURAL SECONDARY SCHOOL PROJECT

Kodiak Island Borough School District

Vocational Education Program
"Initial Costs, 1976-77"

COURSE & MATERIALS:

Course:	Budget Code:	Description of Costs:	Costs:	Totals:
Classified Salaries	330	$5 @hr.x 28hrs/wk x 18 wks Vocational Aide (Old Harbor)	$ 2,520	
Fringe Benefits	350	Employee Benefits	504	$ 3,024
Marine	474	Ken Cook Course tapes, workbooks, etc.		
Engine	513	Evinrude Motors, tools, testing equipment.	1,800 2,200	4,000
Sm. Engine	474	Ken Cook Course tapes,workbooks, etc.		
Mechanics	513	4 Briggs & Stratton motors, tools, testing equipment.	3,600 685	4,285
Chain Saw	474	Ken Cook Course tapes, workbooks, etc.		
Mechanics	513	2 Pioneer chain saws, bars, tools, etc.	1,800 745	2,545
Arc Welding	474	Ken Cook Course tapes, workbooks		
Course	513	2 electric welders, booths, tools, etc.	1,200 639	
	502	Wiring hook-up & ventilation	1,000	2,839
Electrical	474	Tamahak Course tapes, workbooks.		
Wiring Course	513	Equipment kit, tools,etc.	1,200 765	1,965
Blue Print	474	Ken Cook Course tapes, workbooks	1,000	1,000
Cosmetology	513	Singer Course tapes, teaching carrell & equipment	1,600	1,600
Sewing	513	2 Singer Needle Trade Courses, carrels, & equipment	2,400	

		6 Singer sewing machinges for 2 villages that don't have them	1,800	
				4,200
Cooking & Baking	513	Singer Cooking Course, micro-wave oven, equipment.	1,800	
				1,800
Typing	474	2 Media Systems Typing I Courses	5,950	
	512	AV Equipment for 5 stations	3,336	
				9,286
Supplies	451	Teaching supplies for all courses	3,550	
				3,550

TEACHING MACHINES & WORKSTATIONS (512):

	6 Ken Cook SR-100 Studetn Workstations @$1,200 2 for Old Harbor - 15 = .20 Students 2 for Port Lions - 15 students 1 for Ouzinkie - 8 students 1 for Akhiok - 4 students	7,200	0
	1 Ken Cook SR-100 Student Console Machine (extra in case one breaks down)	825	
			8,025
	4 Singer Teaching Units (one for each village) already included in course costs		-0-

FREIGHT & POSTAGE:

513	Costs for course equip. to be shipped from vendor to Kodiak	2,000	
440	Costs for shipping courses (village to village)	1,200	
474	Cost for Instructional media to be shipped from vendor to Kodiak	800	
512	Cost for Teaching Hardware to be shipped from vendor to Kodiak	1,361	
451	Cost for shipping teaching supplies to villages	400	
			5,761

TOOL BOXES & TRUNKS (513):

	For packing courses & equipment to be rotated village to village (to prevent damage & loss as materials come from vendor in cardboard boxes that don't last)	750	
			750

APPENDIX F (cont'd)

BUDGET BREAKOUT

Title IV-C

STATE BUDGET ACCT. NUMBER:	DESCRIPTION OF ITEMS:		BUDGET AMOUNT:
311	Program Specialist - 12 Months		$ 28,500.00
331	Secretary		11,208.00
	Fringe Benefits on Salaries:		
352	Health Ins.	$ 1,186.00	
354	Workmen's Compensation	397.00	
355	FICA	656.00	
356	Teacher's Retirement	2,021.00	
357	Classified Retirement	1.180.00	5,440.00
401	4 Teachers x 100/day x 5 - Stipends August Workshop: 5 days		1,200.00
401	Third Party Evaluation Northwest Lab		5,365.00
409	Use of District Duplicating Machines & Mag Cards		400.00
411	Postage		500.00
412	Telephone		1,400.00
426	4 Teachers per diem 45/day x 5 August Workshop: 5 days		900.00
426	Program Specialist - Village Travel & Per Diem		2,000.00
427	Out-District Travel: Program Development		4,657.00
449	Duplicating & Copying Materials		900.00
451	Teaching Supplies		2,815.00
454	Office Supplies		300.00
471	Textbooks, Including VAST Materials		3,000.00
473	Periodicals		500.00
474	Instructional Media		2,847.00
512	A-V Equipment		1,730.00
513	Teaching Equipment		2,540.00
514	Office Equipment		1,198.00

F12 missing in original

APPENDIX F (cont'd)

BUDGET BREAKOUT

STATE BUDGET ACCT. NUMBER:	DESCRIPTION OF ITEMS:	BUDGET AMOUNT:
539	Freight Rotating Materials Between Villages	$ 600.00
	TOTALS:	$78,000.00

APPENDIX G

APPENDIX G

Teacher Comments From Second, Third and Fourth Quarter Reports

School A

Second Quarter

1. I think the program here is working fairly well. The VAST math program is quite good and the students seem to be learning basic skills. There are individual problems, of course, but the Spectrum math series is quite helpful for those students with problems.

   I find the unit in Communications is supplementary, at best. For students with few language problems, it is easy to use. For other students, it presents a chaotic learning situation. Each topic should provide a foundation for the next topic in order to create a consolidated unit. I would find it more useful to teach all the parts of speech in one unit. As it is, only adjectives and adverbs are covered in unit 2 and verbs are covered in unit 1 and unit 4. Each sentence type is covered in a different unit. I believe students would find it more comprehensible if the three sentence types were in the same unit, with one topic devoted to each. Vocabulary development has been completely ignored (other than that in SRA) and literature has not been built into the system in any way. The teacher can compensate for the inadequacies, but if you are looking for a program that can be transferred to many places, you should build in vocabulary development and literature studies.

   VAST science has some of the above mentioned deficiencies (e.g., lack of step-by-step learning where one topic prepares student to ascend to next step). Students do not learn basic science terminology and measurement systems (e.g., mass, volume, density, matter, etc.). I think first aid should be treated much as a Red Cross certification course is. Students should learn practical first aid and demonstrate their ability. The health unit is not very inclusive. I feel particularly hampered by the VAST science because my science background is not very strong and I can' compensate for the deficiencies. My students now do weekly experiments, but I'm afraid this is not giving them the basic science they need. Any suggestions?

   I liked the Ken Cook program and I think we'll be able to progress more quickly on the next unit because we know how it works and what to expect.

   The typing class is conducted by an aide, but because we have only two typewriters, progress is slow. Students take turns typing from 10:30-11:15 (the only time the aide is available). I understand that typing requires daily reinforcement for the beginner, so our typing class will be greatly improved when we have enough typewriters for everyone.

   On the whole, program is running smoothly and I spend much of my time working with individuals. We have group studies, as well as individual studies in each subject except math. Because of the diversity of abilities in my class, this seems to work best.

2. Communications materials are inadequate for slower students. Three students in units 2 and 2 are working exclusively on reading and vocabulary skills and have not been using VAST. Other students are progressing nicely, but I wonder how much they retain from unit to unit.

3. Students in math unit 2 are using Spectrum series to build skills--very useful! All students have run into problems with percent word problems. Would like to have another book with more word problems. Otherwise, program is quite satisfactory.

4. I am not satisfied with VAST science. I had students stop using VAST after completing unit which they were in, hoping I could get some supplementary materials. The science lab has helped and also a science kit from the IMC has been useful. I'll start students back in VAST science and add experiments to the work in each unit in third quarter.

5. Re: Career Education. I don't particularly care for the Job-O we used. It seems to be useful only once and then students don't want to use it anymore. OEK is good as a reference file for occupations.

6. Re: Social Studies. Students really enjoy Land Claims game and I have to keep adding questions because they learn answers so quickly. They also liked having Andy lecture about their corp. Most students show an understanding of the Settlement Act and how it is affecting the lives of Natives.

Fourth Quarter

1. I feel this program is very good in concept for rural secondary schools. An individualized program is the best one for both students and teacher. One big problem I have encountered is that of motivation. Slower students tend to get blocked on one unit and have trouble progressing from that unit. I think there should be scheduled group activities to counteract this.

   The science unit should include more experiments and more indepth study of the subject being explored. The math units need revisions for American usage and more reference tests so students don't get bored using the same text over and over. Communications needs complete reorganization with more emphasis on reading and writing skills, as well as oral and listening skills.

   The vocational units are quite good, but there is still a problem in understanding directions. The sewing and cooking units were amorphous this year. I think next year's teachers should have more structure so they know what ends they are trying to achieve. I also feel the new typing unit will be a big help in schools where there are no qualified typing teachers. Most students felt they learned quite a bit this year and were happy that they did not all have to learn the same thing at the same time.

School B

First Quarter

1. As with Communications, the VAST Math material was not complete until near the end of the quarter (reference texts, tests, VAST Manual). Remediation needs were not as great as in the case of Language Arts but still necessitated much pre-VAST work. Consequently, by quarter's end only twelve students were placed in Unit 1. Aside from four Special Ed. students, however, the remaining students will be placed by the first week of the second quarter.

2. Several factors have precluded the initiation of the Communications system this first quarter. Lack of any reference materials, insufficient VAST materials, and a necessity for extensive diagnostic and remediation work in this area. By the end of the quarter all our students were placed but just beginning.

Second Quarter

1. Four students are in the special education program and not placed in VAST Communications. Three other students have required extensive remediation work and have not yet entered the system.

2. Materials are finally complete and students have learned the diagnostic/prescriptive system of VAST reference books. Progress is apparent.

Third Quarter

1. Three students have been started in Communications this quarter but are still in Unit 1 Topic A. Otherwise, the reference materials seem to be in ample supply. In many areas the VAST system seems to take an extremely cursory approach to teaching basics. Improvements needed.

2. Several of the construction packets of Project Discovery needed materials in order to be operative. Near the end of the quarter we received our order from Kodiak and will attempt to implement the plumbing/masonry unit fourth quarter.

3. The materials available were good in that they were readable by the students. The book "Alaska Native Land Claims" by Robert Arnold was found to be too difficult for my students to read so the Mini Book Series was used. The Arnold book and its maps was used to supplement the weaknesses in content in the mini series. Much work needs to be done to find suitable audiovisual materials available for Land Claims. The audiovisual materials designed to go with the mini book series never arrived!

Fourth Quarter

1. Project Discovery has provided an excellent hands-on vehicle for providing an introductory level of awareness for various career areas. The IMC film series is fairly current and gives a comprehensive, albeit empirical, overview of the job areas. More written literature would be helpful.

2. Re: Social Studies. The mini book series was used instead of the hardback edition. It helped because the hardback was much too hard for my students to read and understand. The mini series was no instant answer to problems because it took much prep time to develop suitable materials to go with it. Class activities in the teacher's edition of the red hardback edition went along fairly well with the mini series.

   Materials in audiovisual were very weak. Some a ordination needed in this area. Teacher-made materials on subject matter was also provided.

   Guest speakers or events:

   - Kevin McCoy--VISTA lawyer, "New Ordinances in Old Harbor"
   - Sven Haakinson, "New Land and What the Village is Doing With It"
   - We also attended the meetings to reject or accept new city ordinances
   - We attended the Annual Stockholders' meeting here in Old Harbor

3. Book Two of VAST Math is in need of definite modifications.

4. Goals are usually set by everyone at the beginning of any project they undertake. In the case of the secondary program at Old Harbor, there were many. Implementing a system of various educational materials within a prescribed curriculum framework was our foremost responsibility. Utilizing the VAST, Ken Cook, Project Discovery and Native Land Claims texts and materials, we were able to develop a core offering which seemed appreciably better than our initial hopes. As is the case in any system in education it is the teacher who makes or breaks it. Enrichment activities, course augmentation, and motivational techniques are all responsibilities of the teacher and necessary for a successful year.

   Old Harbor has a myriad of problems unique to this village. Aside from from traditional village difficulties, we've encountered a situation in which many of the students are "two-time losers" because of their Kodiak High School experience. Also, the actual facility being used for the high school is less than excellent.

   Regardless of the aforementioned, we did have several things very much in our favor. First of all, this was a pilot program and the district had dedicated itself to making it work. The problems we had obtaining materials or having necessary repairs taken care of were generally

caused by factors beyond district control. We knew we could count on our requests being expedited as quickly as possible and that questions or guidance were always answered or provided. Certainly the fact that we were a village did not enhance communication. No telephones and a single mode of transportation (expensive air flight) do not lend themselves to immediate response. In lieu of the above our needs and requests were fulfilled more than satisfactorily.

Individualization is an educational concept that most people deem laudable but generally regard as impractical. In the setting of multiple-grade, maximum skill spectrum villages, however, it is definitely the way to go. Granted, discipline and self-direction may not be strong characteristics of many village students, the idea can still be fostered. Initially, it appeared as though teacher directed, stand-up teaching methods would be more effective. Until we could establish models (i.e., students who had figured out the reference/diagnostic system and taken the initiative to progress individually) we had to perform the duty of disciplinarian rather than learning manager. As kinks were ironed out and self-motivation nurtured the program began to kick into gear. From my perspective, the progress has been almost geometrical. That is, the more comfortable and knowledgeable the student becomes about the materials and expectations the more rapid their rate of progress. The consequence is that each quarter seems to get smoother, with more time available for enrichment curriculum.

To attempt to measure an initial program's success quantitatively by means of cognitive or acquired abstraction levels (e.g., standardized tests) I feel is an injustice. Many of the most important learned items involved intangibles. Manipulating a system and utilizing reference material are survival skills increasingly more important in our society. Being responsible for completing a weekly schedule and promptly rotating to various areas without assistance of bells or teacher guidance is a commendable achievement. This is not to say that straight learning in the traditional sense did not occur. I would wager that the majority of our students gained as much from this year as any they have had. My point is that they did not just collect data, but created a conceptual framework involving time schedules, personal expectations and self-discipline.

It has been a year of challenges and frustrations. It has been a year of rewards as well. The wrestling program injected some badly needed energy in the school and gave both Dennis and myself an outlet for our latent coaching desires. It is hard to decide who enjoyed it more, the kids or the staff. A strong recommendation for continuance of both boys' and girls' athletics.

I have avoided specifics in this final evaluation not because I see that as unimportant, but because I feel the end of the year is a time to sit back and philosophize a bit. Throughout the year we've offered suggestions and kept records and made notations. Those can provide the detailed report. It's been a good year. Discipline problems have been almost non-existent. Dennis and I have gotten along well, and I feel the groundwork has been laid for an ongoing high school program.

School C

Second Quarter

1. This second quarter has been one of much greater satisfaction to us in the high school program. In about the last three weeks of the quarter (January), we finally felt our ninth graders had all begun to measure up to our standards for the program. (This is still not the case with the eighth graders.) The ninth raders are now capable of: 1) reading and following directions independently (VAST, Frostline kits, Ken Cook); 2) working steadily throughout the day without having a teacher in the room to supervise; 3) motivating themselves to complete assignments. In other words, they have mastered the mechanics of the program and are now ready to attack the content! Their academic progress has been slow, but they are now starting to move along at a faster rate. All three of the ninth graders showed specific gains in terms of attitude this quarter. They voluntarily did a great deal of work at school in the evenings. We believe that they have finally come to the point where they can truly be called "students." (Our hopes are that the eighth graders will reach this point sometime during the second half of the year.) As you can see from the attendance report, none of our ninth graders missed a single day of school this quarter, even for sickness. This is indicative of their new interest and initiative. (All of the eighth graders made up their work and time in school for the days they missed.)

2. Distinguishing between nouns (as subjects) and verbs has proved to be extremely hard for our students, and thus has really slowed them down. We compensate for this with other Language Arts activities outside the VAST program.

3. All the students like the VAST math program, and rated it highly in their own quarterly evaluations.

4. The students enjoy using all the materials, and surprised us by their growing interest in careers this quarter. They did a good job of researching the "facts" on the jobs they visited in town.

Fourth Quarter

1. Looking back over the year, we feel our ninth graders definitely learned more in this program then they would have from a year in town. All of them made significant progress in math--while filling in many of the gaps they all had in the four basic operations. The progress in English was not as rapid, since they had never had any exposure to syntax before.

   Our two students who thrive on independent work pushed themselves ahead at a rapid rate. Two of our eighth graders had trouble with the independent aspects of the program, but thd experiences they had with it this year will make ninth grade much easier for them. Next year, we will include only ninth and tenth graders in the program; eighth graders will remain with grades five and up.

   It was a lot of fun being in on the first year of this! Many of the materials problems will be solved with the rewriting this summer.

2. The students have a great deal of trouble with the subject-verb sections.

3. Everyone does fine until they come to the "problem-solving" unit.

School D

Second Quarter

1. The majority of our students seem to be making good progress in science and social studies. We do a lot of group work in these subjects so many learn the materials from class discussions and with peer assistance. There is also peer and teacher pressure for the kids to keep up. Personally, I feel this is beneficial to the majority of the kids, although it may at times hold back some of the faster, better motivated students.

   I was quite concerned that many of our students might not find the VAST materials motivating, but that does not seem to be a problem.

   Overall, I would say the program in science (VAST) and social studies (Land Claims) is good. Some of the vocational materials, however, have not excited the kids all that much.

2. Materials fine--kids doing a nice job. (Re: Sci)

3. Project discovery materials are fine if we had all the items they list as necessary to do all the projects. Hopefully, that will be rectified this quarter.

4. Kids have done well. Reading the material is a problem for a couple of students, but with teacher and peer assistance they can do okay.

5. VAST Math: Materials need to be edited to remove Canadian portions. Al All reference materials are not available.

   Math is easy to teach but repeating, over and over, your instructions to students as they progress at different levels is rather monotonous.

   The good math students do well and seem to enjoy it. For the poor math students the opposite is true. In general the students are less motivated.

   I feel the program is satisfactory for our needs and could be made better with a few improvements.

Fourth Quarter

1. The major weakness of the program is the lack of reference materials. More so in later units.

2. For the motivated youngster the rural secondary program has a lot to offer. However, the academically inclined youngster who will continue his education in a college or university, the rural program has some drawbacks, particularly in the area of mathematics and science.

   We had difficulties this year keeping some of our youngsters working in the VAST materials. They simply were not self-motivated enough to forge ahead on their own.

   As the program continues, more emphasis must be laid on extra-curricular activities or a means of keeping interest alive and giving the student an opportunity to develop in different ways.

APPENDIX H

APPENDIX H

STUDENT UNIT RATING FORM

Student: Please complete this form after each unit you finish.

Student Name _____ Teacher for this unit _____

Unit _____(Use unit name given on general list)

Date Started Unit _____ Date Completed Unit _____

DIRECTIONS: Answer the questions below about the unit you just completed. Circle the answer that best shows what you think about the unit. There are no right or wrong answers.

1.	How interesting was this unit?	Very Interesting	Somewhat Interesting	Not at all Interesting
2.	How much did you learn from the unit?	Very Much	Some	Nothing
3.	How much of what you learned in this unit will be useful to you after you leave school?	Very Much	Some	Not at all
4.	Would you recommend this unit to a friend?	Yes	Maybe	No
5.	How hard was it to understand the words used in the unit?	Very Hard	Sometimes Hard	Not Hard at all
6.	How hard was it to understand the directions?	Very Hard	Sometimes Hard	Not Hard at all
7.	Did you work on this unit by yourself or with others?	By Myself	With Others	
8.	Do you think other students should work on the unit by themselves or with others?	By Myself	With Others	

9. What changes should be made in the unit before other students take it?

This instrument is intended for use only in the Kodiak, Alaska Title IV project.

H1

APPENDIX H (cont'd)

Summary of Student Unit Rating Form

STUDENT QUESTION	COMMUNICATIONS						MATHEMATICS						SCIENCE				CHAIN SAW	PROJECT DISCOVERY				ALASKA LAND CLAIMS
	1	2	3	4	5	6	1	2	3	4	5	7	1	2	3	8		Health	Auto Body & Fender Rep.	Hair and Skin Care	Hair Styling	
1. Very	3	3	1	1			4	5	1		1		4	6	5	2	2	1	2			4
Somewhat	10	4	5	1	1	1	2	11	8	11	3	2	11	7	4	4	5		2	2	4	8
Not At All	1						3										1					1
2. Very	3	4	2	1			5	9		3		1	4	5	2	2	3	1	2			7
Some	11	3	4	2	3	1	14	7	9	8	4		11	8	7	4	5		2	2	4	6
Nothing												1										
3. Very	4	2	1	1			9	4	1	2	1		2	2	1	3	2	1	1	1		6
Some	10	4	5	2	3	1	9	12	8	9	3	2	13	9	7	3	3		3	1	4	7
Not At All		1					1							2	1		3					
4. Yes	6	1			2	1	6	7	2	4	1		5	7	3	5	4	1	4	1	1	9
Maybe	7	6	6	3	1		12	8	6	6	2	2	9	5	5	1	2			1	3	4
No	1						1	1	1	1	1		1	1	1		2					
5. Very	1												1									1
Sometimes	8	3	3				13	10	4	6	1	2	12	7	6	4	4	1	1			11
Not At All	5	4	3	3	3	1	6	6	5	5	2		2	6	3	2	4		3	2	4	1
6. Very	3																1					
Sometimes	6	2	3		1		11	11	6	8	2	2	10	6	5	5	4	1	3	1		12
Not At All	5	5	3	3	2	1	8	5	3	3	2		5	7	4	1	3		1	1	4	1
7. By Myself	11	7	6	3	3	1	14	15	7	8	3	2	5	7	4			1				1
With Others	3						5	1	2	3			10	6	5	6	8		4	2	4	12
8. By Myself	9	7	5	3	3	1	14	12	8	7	4		5	5	3							1
With Others	4		1				5	3	1	4		2	10	8	6	6	8	1	4	2	4	12
9. No Comments	11	7	6	3	3	1	16	15	9	10	4	2	14	11	7	6	6	1	4	2	4	11

H2

APPENDIX I

APPENDIX I

TEACHER UNIT RATING FORM

Teacher: Complete this form after the first time you teach each unit.

Teacher's Name _____ Student(s) Using Unit _____

Unit _____ Date Started Teaching Unit _____

Date Finished (first time) _____

Circle your answer to each question. Use back of page to make comments on any question, if desired.

1.	Was the preparation time required for the unit reasonable?	Yes	Not Too Bad	Definitely Excessive
2.	How much preparation time will be required to teach the unit again?	Very Little	A Moderate Amount	An Excessive Amount
3.	Was the amount of student supervision required reasonable?	Yes	Not Too Bad	Definitely Excessive
4.	Was the vocabulary level of the materials appropriate for the students?	Too Hard	About Right	Too Easy
5.	Was the material relevant to the life of rural Alaskan students?	Yes	No	
6.	Did the student evaluation procedures adequately cover the unit content? If no, describe deficiencies: _____	Yes	No	
7.	Were student evaluation procedures appropriate for a rural Alaskan student? If no, describe deficiencies: _____	Yes	No	

This instrument is intended for use only in the Kodiak, Alaska Title IV project.

8. What kind of community involvement (e.g., parent tutors, student visiting community member at work, community member coming to school to discuss job) was included in the unit? (If none, check here ____ and go on to next question.) _____

_____

_____

9. If teachers in another district were to use this unit, what kind of training should they receive? _____

_____

_____

10. What additional help from the coordinator or district staff would have been helpful in teaching this unit? _____

_____

_____

11. Would you recommend that this unit continue to be offered in the curriculum? (check one)

_____ yes, just as it is

_____ yes, if the following changes are made:

_____

_____

_____

_____ no (why?) _____

_____

_____

APPENDIX I (cont'd)

Summary of Teacher Unit Rating Form

TEACHER QUESTION	COMMUNICATION		MATHEMATICS						SCIENCE				CHN SAW	PROJECT DISCOVERY			ALASKA LAND CLAIMS
	1	2	1	2	3	4	5	7	1	2	3	8		Health	Auto Body & Fender Rep.	Hair Styling	
1. yes	1	2	3	3	2	2	1	1	2	1	1	1	-	1	1	1	3
not too bad	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
excessive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. very little	1	2	2	2	2	2	1	1	1	1	1	-	-	1	1	1	-
moderate	1	-	1	1	-	-	-	-	1	1	1	1	1	-	-	-	4
excessive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. yes	1	2	2	2	2	2	1	1	1	2	1	1	1	1	1	1	1
not too bad	1	-	1	1	-	-	-	-	1	-	1	-	-	-	-	-	3
excessive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. hard	1	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	3
right	1	2	2	2	2	2	1	1	2	2	2	-	1	1	1	1	1
easy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. yes	1	-	3	2	2	2	1	-	1	2	2	-	1	-	1	1	4
no	1	1	-	1	-	-	-	1	-	-	-		-	-	-	-	-
6. yes	2	1	3	3	2	2	1	1	1	2	2	-	1	-	-	-	4
no	-	2	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-
7. yes	1	1	3	2	2	2	1	1	1	1	2	-	1	-	-	-	4
no	1	-	-	1	-	-	-	-	-	1	-	1	-	-	-	-	-
8. none	1	1	2	2	2	2	1	1	2	2	2	1	1	-	1	1	4
9. none	-	-	1	1	1	1	1	1	1	1	2	-	-	1	1	1	2
10. none	1	1	1	1	1	1	-	-	2	2	2	-	1	1	1	1	3
11. yes as is	1	-	1	2	2	2	1	-	-	1	2	-	-	1	1	1	4
yes with change	1	1	2	1	-	-	-	1	2	1	-	1	1	-	-	-	-
no	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

APPENDIX I (cont'd)

Comments in Response to Questions 6-11
of the Teacher Unit Rating Form

Communications Unit 1

*6. None

7. Many vocabulary words are not familiar to the student.

8. Parent aides.

9. Basic grammar and usage

10. None

11. Rewrite unit to simplify vocabulary and explain nouns and verbs better.

Communications Unit 2

6. I would like to see more student writing included in evaluation.

7. There are still too many Canadian terms, etc. they are not familiar with. They sometimes make a statement on one page and then on the following pages do not follow through.

8. None

9. Basic grammar and usage

10. To have all the materials when they are needed.

11. More writing - students should not only recognize compound sentences, etc. but also be able to use them.

Math Unit 1

6. None

7. Yes qualified - Vocabulary somewhat difficult; situations in word problems often unrealistic for rural student (unfamiliar situations).

Yes - However, differences in terminology (kilometers, cheques, etc.) caused confusion even among the students who understood the mathematical operation.

Examples could be more relevant; vocabulary needs simplification.

8. Parent tutors for help in reviewing basic math process.

Parent aides.

*The number refers to the question number on the Teacher Unit Rating Form.

Math Unit 1 (cont'd)

9. Suggestions on how to adapt the materials to the kinds of students they are teaching.

   The only important thing is to familiarize the teacher with the materials and the organization of each unit.

   Ways of adapting the unit to meet the needs of native students.

10. Assurance of complete sets of materials at onset of instruction (some essential books and answer keys were missing - unavoidable, due to newness of project).

    All materials on hand.

    Procurement of additional recommended texts.

11. Yes, if the following changes are made: Simplification of vocabulary; change in content to make it more appropriate to rural Alaska students.

    Yes, if the following changes are made: Directions should be simplified. Students often had trouble remembering where they left off. Pages in VAST should be numbered.

Math Unit 2

6. None

7. None

8. None

9. You need only a basic understanding of math.

10. Reference materials on hand.

11. None

Math Unit 3

6. None

7. None

8. None

9. Training in basic math if necessary.

10. Reference materials not available.

11. None

Math Unit 4

6. None
7. None
8. None
9. Basic math
10. Ref mat'l not available
11. None

Math Unit 5

6. None
7. None
8. None
9. None
10. Ref mat'l not available
11. None

Math Unit 7

6. None
7. None
8. None
9. None
10. Ref mat'l not available
11. yes, if the following changes are made: Remove Canadian items

Science Unit 1

6. The topics covered were quite diverse e.g. metric system, the universe and could not be adequately tested.
7. None
8. None

Chainsaw (cont'd)

9. They should be familiar with the machine they are working with and run through each program beofre the students do.

10. None

11. Yes, if the following changes are made: Additional work stations or parts bins should be provided. I have found that when students reach the last few tapes the machine is so much apart that they can't work on the program they need, or it must be taken apart to a certain point before beginning the program. Thus, some students are held back because they can't work on the program they need or they are hindered by time limitations. Also directions range from very explicit to ambiguous.

Health Activities

6. None

7. None

8. The student works at the clinic during work-study. The people there help her a lot.

9. None

10. None

11. None

Body & Fender Repair

No Comments

Hair Styling & Caring

No Comments

Land Claims

6. Teacher-made test

7. None

8. None

9. A course on Land Claims.

   Short course on Alaska Native Land Claims.

10. None

11. None

Science Unit 1 (cont'd)

9. Basic science

10. None

11. Yes, if the following changes are made: Cover one area more thoroughly rather than a few subjects.

Science Unit 2

6. None

7. Would like to see more actual techniques learned.

8. None

9. First aid training.

10. None

11. Yes, if the following changes are made: Actual first aid should be practical.

Science Unit 3

No Comments

Science Unit 8

6. Test was far too difficult and covered content not in assigned materials.

7. None

8. None

9. Should have had extensive course in psychology.

10. None

11. Final test should be altered.

Chainsaw

6. None

7. None

8. None

APPENDIX J

APPENDIX J

Summary of Questions on Teaching Methods
from School Visit Checklist)

Teaching Method and Student Response	1stQ Teacher	2nd-4thQ Teacher	1stQ Student	2nd-4thQ Student
1. Who takes the initiative for starting tasks?	4	3	3	3
2. Does the student or teacher check the students' work and decide when student takes tests?	3	3	1	3
	Generally Yes		Generally No	
3. Does the teacher use an assessment method for diagnosing a student's needs?	6	5		
4. Are students sometimes being offered choices in content?	5	4		1
5. Is a lecture method being used?	2	3	3	1
6. Do students begin work immediately on unit?	4	2	1	4
7. Do students persist in working through unit during assigned time?	2	2	1	4
8. Are students causing disruption in the room?	1	1	4	3
9. When asked, do students express satisfaction with what they are doing?	5	5		
10. Do students appear to lack confidence in their ability to carry out tasks?	2	2	3	5
11. Do students get materials assembled and work area cleared before beginning task?	4	1	1	4
12. Are all students in groups actively participating?	5	4	1	
13. Are students in groups working harmoniously?	5	5	1	
14. Are students moving smoothly from one activity to another?	4	3	2	3
15. Is teacher going from student to student assisting them?	6	4		
Teacher Exchange				
16. Is the teacher exchange program continuing to operate?	3	2		
17. Does the transfer of teacher assignments cause disruption to classes and/or the school?			2	2
18. Is the teacher exchange schedule developed at the workshop being followed?	2	1		1
19. If no, have teachers worked out a mutually acceptable exchange program?				